

English

Stage 6

**Prescriptions:
Area of Study
Electives and Texts**

Higher School Certificate
2015–20

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Foreword

This support document contains information pertaining to the Higher School Certificate in 2015–20. It is relevant to students studying Preliminary courses in 2014.

The support document should be read in conjunction with:

- the *English Stage 6 Syllabus* and other support documents
- the most recent HSC examination papers
- Official Notices published on the BOSTES website
- Examination and Assessment reports.

References in this document to particular pages in the *English Stage 6 Syllabus* relate to the online version.

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

Annotations of selected prescribed texts are published on the BOSTES website at www.boardofstudies.nsw.edu.au/syllabus_hsc/english/eng-std-adv-prescriptions-2015-20.html.

BOSTES 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 BOSTES website. **The current version of *Prescriptions: Area of Study, Electives and Texts* can be found on the BOSTES website.**

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HSC English course requirements

The study of texts prescribed in any course for the Higher School Certificate examination may not begin before the completion of the Preliminary course. This exclusion applies to study in all English Preliminary courses and to Preliminary 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 attending performances during the Preliminary course of plays prescribed as HSC texts, or to taking part in productions of them.

HSC English (Standard) course requirements

Text requirements:

- the close study of at least FOUR TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
 - prose fiction
 - drama
 - poetry
 - nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
<p>Content common to the Standard and Advanced courses where students analyse and explore texts and apply skills in synthesis.</p> <p>The HSC common content consists of one Area of Study common to the HSC Standard and Advanced courses.</p>	<p>Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</p> <p>Students are required to choose one elective from each of Modules A, B and C.</p>
<p>Study in the HSC course requires close study of particular texts, supported by students' own wide reading.</p>	

In order to satisfy course requirements, a different type of prescribed text must be studied in the Area of Study and each of the three modules.

Students may study additional prescribed texts if they choose.

HSC English (Advanced) course requirements

Text requirements:

- the close study of at least FIVE TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
 - Shakespearean drama
 - prose fiction
 - drama or film
 - poetry
 - nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
<p>Content common to the Standard and Advanced courses where students analyse and explore texts and apply skills in synthesis.</p> <p>The HSC common content consists of one Area of Study common to the HSC Standard and Advanced courses.</p>	<p>Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.</p> <p>Students are required to choose one elective from each of Modules A, B and C.</p>
<p>Study in the HSC course requires close study of particular texts, supported by students' own wide reading.</p>	

In order to satisfy course requirements, a different type of prescribed text must be studied in the Area of Study and each of the three modules.

Students may study additional prescribed texts if they choose.

HSC English (ESL) course requirements

Text requirements:

- the close study of at least THREE TYPES OF PRESCRIBED TEXT drawn from:
 - prose fiction
 - drama
 - poetry
 - nonfiction
 - film or media or multimedia texts
- a wide range of additional related texts and textual forms.

The course has two sections and the requirements listed above apply to both sections.

Section 1	Section 2
<p>Language Study within an Area of Study where students reinforce and extend their language skills and apply skills in synthesis.</p> <p>Language Study within an Area of Study comprises 50% of the content and it consists of one prescribed Area of Study.</p>	<p>Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</p> <p>Students are required to choose one elective from each of the two modules. The modules comprise 50% of the content.</p>

In order to satisfy course requirements, two different types of prescribed text must be studied in the Area of Study and a third type of text must be studied in Module A.

Students may study additional prescribed texts if they choose.

HSC English Extension course requirements

HSC English Extension 1 course requirements

Students undertaking the HSC English Extension 1 course must complete ONE elective chosen from HSC Modules A, B or C.

HSC English Extension 2 course requirements

In the HSC English Extension 2 course, students develop an extended composition, and document and reflect on this process.

Students undertaking the HSC English Extension 2 course must complete the Major Work.

HSC English course requirements planner

HSC English (Standard) course requirements	
At least FOUR TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:	
1. Prose fiction	
2. Drama	
3. Poetry	
4. Nonfiction or film or media or multimedia	
<i>A different type of prescribed text must be studied in the Area of Study and each of the three modules.</i>	

HSC English (Advanced) course requirements	
At least FIVE TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:	
1. Shakespearean drama	
2. Prose fiction	
3. Drama or film	
4. Poetry	
5. Nonfiction or media or multimedia	
<i>A different type of prescribed text must be studied in the Area of Study and each of the three modules.</i>	

HSC English (ESL) course requirements	
At least THREE TYPES OF PRESCRIBED TEXT drawn from:	
1. Prose fiction	
2. Drama	
3. Poetry	
4. Nonfiction	
5. Film or media or multimedia	
<i>Two different types of prescribed text must be studied in the Area of Study and a third type of text must be studied in Module A.</i>	

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

Area of Study and texts for the common content of Standard and Advanced courses

The Area of Study must be considered in the context of the relevant description in the syllabus and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 29, 32–35 and pp 46, 49–52.)

Area of Study 2015–18

(The Area of Study will be reviewed for the 2019 HSC.)

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

Area of Study 2015–18: Standard and Advanced

Area of Study: Discovery

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

In their responses and compositions, students examine, question, and reflect and speculate on:

- their own experiences of discovery
- the experience of discovery in and through their engagement with texts
- assumptions underlying various representations of the concept of discovery
- how the concept of discovery is conveyed through the representations of people, relationships, societies, places, events and ideas that they encounter in the prescribed text and other related texts of their own choosing
- how the composer's choice of language modes, forms, features and structure shapes representations of discovery and discovering
- the ways in which exploring the concept of discovery may broaden and deepen their understanding of themselves and their world.

Area of Study 2015–18: Standard and Advanced

Students explore the concept of discovery through at least **one** of the following:

Prose fiction (pf) or nonfiction (nf)

- Bradley, James, *Wrack* (pf)
- Chopin, Kate, *The Awakening* (pf)
- Winch, Tara June, *Swallow the Air* (pf)
- Bryson, Bill, *A Short History of Nearly Everything* (nf)
- Guevara, Ernesto ‘Che’, *The Motorcycle Diaries* (nf)

or

Drama (d) or film (f) or Shakespearean drama (S)

- Gow, Michael, *Away* (d)
- Harrison, Jane, *Rainbow’s End* from Cleven, Vivienne et al, *Contemporary Indigenous Plays* (d)
- Lee, Ang, *Life of Pi* (f)
- Shakespeare, William, *The Tempest* (d/S*)

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

or

Poetry

- Dobson, Rosemary
‘Young Girl at a Window’, ‘Wonder’, ‘Painter of Antwerp’, ‘Traveller’s Tale’, ‘The Tiger’, ‘Cock Crow’, ‘Ghost Town: New England’
- Frost, Robert
‘The Tuft of Flowers’, ‘Mending Wall’, ‘Home Burial’, ‘After Apple-Picking’, ‘Fire and Ice’, ‘Stopping by Woods on a Snowy Evening’
- Gray, Robert
‘Journey: the North Coast’, ‘The Meatworks’, ‘North Coast Town’, ‘Late Ferry’, ‘Flames and Dangling Wire’, ‘Diptych’

or

Media

- Nasht, Simon, *Frank Hurley – The Man Who Made History*
- O’Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and *The Response*

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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.

Electives and texts for the English (Standard) course

Electives in the English (Standard) course must be considered in the context of the module descriptions and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 30–35.)

Module A: Experience Through Language

This module requires students to explore the uses of a particular aspect of language. It develops students' awareness of language and helps them understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language. (Refer to the *English Stage 6 Syllabus*, p 30.)

Standard, Module A: Experience Through Language
Elective 1: Distinctive Voices In their responding and composing, students consider various types and functions of voices in texts. They explore the ways language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of distinctive voices. Students will choose one of the following texts as the basis for their further exploration of the elective Distinctive Voices.
Prose fiction <ul style="list-style-type: none">Levy, Andrea, <i>Small Island</i>
or
Drama <ul style="list-style-type: none">Lawler, Ray, <i>Summer of the Seventeenth Doll</i>
or
Poetry <ul style="list-style-type: none">Komninos 'back to melbourne', 'hillston welcome', 'cobar, july 1993', 'eat', 'noura from narooma', 'thomastown talk'Paterson, AB 'Banjo' 'Clancy of the Overflow', 'In Defence of the Bush', 'Old Pardon, the Son of Reprieve', 'A Bush Christening', 'Mulga Bill's Bicycle', 'Saltbush Bill, J.P.'
or
Nonfiction or film <ul style="list-style-type: none">Speeches (nf): John F Kennedy – Inaugural Address, 1961 Indira Gandhi – 'The True Liberation of Women', 1980 Severn Cullis-Suzuki – Address to the Plenary Session, Earth Summit, 1992 Paul Keating – Funeral Service of the Unknown Australian Soldier, 1993 Aung San Suu Kyi – Nobel Lecture, 2012 Barack Obama – Inaugural Address, 2013Perkins, Rachel, <i>One Night the Moon</i> (f)

OR

Standard, Module A: Experience Through Language

Elective 2: Distinctively Visual

In their responding and composing, students explore the ways the images we see and/or visualise in texts are created. Students consider how the forms, features and language of different texts create these images, affect interpretation and shape meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of the distinctively visual.

Students will choose **one** of the following texts as the basis for their further exploration of the elective Distinctively Visual.

Prose fiction

- Lawson, Henry
'The Drover's Wife', 'The Bush Undertaker', 'In a Dry Season', 'The Loaded Dog'
- Lohrey, Amanda, *Vertigo*

or

Drama

- Misto, John, *The Shoe-Horn Sonata*

or

Poetry

- Stewart, Douglas
'Lady Feeding the Cats', 'Wombat', 'The Snow-Gum', 'Nesting Time', 'The Moths', 'The Fireflies', 'Waterlily', 'Cave Painting'

or

Film

- Lee, Ang, *Crouching Tiger, Hidden Dragon*
- Tykwer, Tom, *Run Lola Run*

Module B: Close Study of Text

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it. (Refer to the *English Stage 6 Syllabus*, pp 30–31.)

Standard, Module B: Close Study of Text
Students choose one text from one of the listed types of text.
Prose fiction <ul style="list-style-type: none">Day, Marele, <i>The Life and Crimes of Harry Lavender</i>Haddon, Mark, <i>The Curious Incident of the Dog in the Night-time</i>
or
Drama <ul style="list-style-type: none">Rankin, Scott, <i>Namatjira</i>Shakespeare, William, <i>The Merchant of Venice</i>
or
Poetry <p>Students choose one of the following poets for study. All listed poems for that poet constitute the prescribed text.</p> <ul style="list-style-type: none">Noonuccal, Oodgeroo 'Municipal Gum', 'Artist Son', 'The Past', 'China...Woman', 'Reed Flute Cave', 'Entombed Warriors', 'Visit to Sun Yat-Sen Memorial Hall'Owen, Wilfred 'The Next War', 'Anthem for Doomed Youth', 'Dulce Et Decorum Est', 'Insensibility', 'Futility', 'Strange Meeting'
or
Nonfiction (nf) or film (f) or multimedia (mm) <ul style="list-style-type: none">Funder, Anna, <i>Stasiland</i> (nf)Howard, Ron, <i>A Beautiful Mind</i> (f)Australian War Memorial website (mm) – 'Remembrance' In the year before the commencement of the HSC course, final details of the site sections will be given. This information will be published in an Official Notice on the BOSTES website in August.

Module C: Texts and Society

This module requires students to explore and analyse texts used in a specific situation. It assists students' understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society. (Refer to the *English Stage 6 Syllabus*, p 31.)

Standard, Module C: Texts and Society
Elective 1: Exploring Interactions In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society. Students will choose one of the following texts as the basis for their further exploration of this elective.
Prose fiction <ul style="list-style-type: none">Anderson, MT, <i>Feed</i>
or
Drama <ul style="list-style-type: none">Enright, Nick, <i>A Man with Five Children</i>Miller, Arthur, <i>All My Sons</i>
or
Poetry <ul style="list-style-type: none">Watson, Ken (ed), <i>The Round Earth's Imagined Corners</i> Sujata Bhatt, 'The Stare'; Carol Ann Duffy, 'Head of English', 'Yes, Officer'; UA Fanthorpe, 'Reports', 'Not My Best Side'; Gwyneth Lewis, 'Peripheral Vision', 'Good Dog!'
or
Nonfiction (nf) or film (f) <ul style="list-style-type: none">Gaita, Raimond, <i>Romulus, My Father</i> (nf)Down, Elissa, <i>The Black Balloon</i> (f)

OR

Standard, Module C: Texts and Society

Elective 2: Exploring Transitions

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals experience transitions into new phases of life and social contexts. These transitions may be challenging, confronting, exciting or transformative and may result in growth, change and a range of consequences for the individual and others. Through exploring their prescribed text and other related texts of their own choosing, students consider how transitions can result in new knowledge and ideas, shifts in attitudes and beliefs, and a deepened understanding of the self and others. Students respond to and compose a range of texts that expand our understanding of the experience of venturing into new worlds.

Students will choose **one** of the following texts as the basis for their further exploration of this elective.

Prose fiction

- Burke, JC, *The Story of Tom Brennan*

or

Drama

- Russell, Willy, *Educating Rita*
- Valentine, Alana, *Shafana and Aunt Sarrinah*

or

Poetry

- Herrick, Steven, *The Simple Gift*

or

Nonfiction (nf) or film (f)

- Pung, Alice, *Unpolished Gem* (nf)
- Daldry, Stephen, *Billy Elliot* (f)

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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.

Electives and texts for the English (Advanced) course

Electives in the English (Advanced) course must be considered in the context of the module descriptions and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 47–52.)

Module A: Comparative Study of Texts and Context

This module requires students to compare texts in order to explore them in relation to their contexts. It develops students' understanding of the effects of context and questions of value. (Refer to the *English Stage 6 Syllabus*, p 47.)

Advanced, Module A: Comparative Study of Texts and Context
Elective 1: Intertextual Connections In this elective, students compare texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring the intertextual connections between a pair of texts, students examine the ways in which different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the implicit and explicit relationship between the texts can deepen our understanding of the values, significance and context of each. Students choose a pair of texts from the following list:
Shakespearean drama and film <ul style="list-style-type: none">Shakespeare, William, <i>King Richard III</i> AND <ul style="list-style-type: none">Pacino, Al, <i>Looking for Richard</i>
or
Prose fiction and film <ul style="list-style-type: none">Woolf, Virginia, <i>Mrs Dalloway</i> AND <ul style="list-style-type: none">Daldry, Stephen, <i>The Hours</i>
or
Prose fiction and nonfiction <ul style="list-style-type: none">Austen, Jane, <i>Pride and Prejudice</i> AND <ul style="list-style-type: none">Weldon, Fay, <i>Letters to Alice on First Reading Jane Austen</i>
or
Poetry and prose fiction <ul style="list-style-type: none">Tennyson, Alfred Lord 'The Lady of Shalott', 'Tears, idle tears', 'In Memoriam A.H.H.' – Cantos XVI, XVII, XVIII, XIX AND <ul style="list-style-type: none">Anderson, Jessica, <i>Tirra Lirra by the River</i>
or

Advanced, Module A: Comparative Study of Texts and Context

Poetry and drama

- Donne, John
'The Sunne Rising', 'The Apparition', 'A Valediction: forbidding mourning', 'The Relique',
'This is my playes last scene', 'At the round earths imagin'd corners', 'If poysonous mineralles',
'Death be not proud', 'Hymne to God my God, in my sicknesse'

AND

- Edson, Margaret, *W;t*

OR

Advanced, Module A: Comparative Study of Texts and Context

Elective 2: Intertextual Perspectives

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

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

Shakespearean drama and nonfiction

- Shakespeare, William, *Julius Caesar*
- AND**
- Machiavelli, Niccolò, *The Prince* (translated by Tim Parks)

or

Prose fiction and poetry

- Fitzgerald, F Scott, *The Great Gatsby*
- AND**
- Browning, Elizabeth Barrett
Sonnets from the Portuguese – I, XIII, XIV, XXI, XXII, XXVIII, XXXII, XLIII

or

Prose fiction and poetry

- Joyce, James, *Dubliners*
- AND**
- Heaney, Seamus
'Digging', 'Blackberry-Picking', 'Mid-Term Break', 'The Given Note', 'The Strand at Lough Beg',
'Casualty', 'Granite Chip', 'Clearances III'

or

Prose fiction and film

- Orwell, George, *Nineteen Eighty-Four*
- AND**
- Lang, Fritz, *Metropolis*

Module B: Critical Study of Texts

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued. (Refer to the *English Stage 6 Syllabus*, p 48.)

Advanced, Module B: Critical Study of Texts
Students choose one text from one of the listed types of text.
<p>Shakespearean drama</p> <ul style="list-style-type: none"> Shakespeare, William, <i>Hamlet</i>
or
<p>Prose fiction</p> <ul style="list-style-type: none"> Brontë, Charlotte, <i>Jane Eyre</i> Jones, Gail, <i>Sixty Lights</i> Ondaatje, Michael, <i>In the Skin of a Lion</i> Winton, Tim, <i>Cloudstreet</i>
or
<p>Drama (d) or film (f)</p> <ul style="list-style-type: none"> Chekhov, Anton, <i>The Seagull</i> (d) (translated by Stephen Mulrine) Welles, Orson, <i>Citizen Kane</i> (f)
or
<p>Poetry</p> <p>Students choose one of the following poets for study. All listed poems for that poet constitute the prescribed text.</p> <ul style="list-style-type: none"> Eliot, TS 'The Love Song of J. Alfred Prufrock', 'Preludes', 'Rhapsody on a Windy Night', 'The Hollow Men', 'Journey of the Magi' Rossetti, Christina 'Goblin Market', 'After Death', 'Maude Clare', 'Light Love', 'L.E.L.', 'In an Artist's Studio' Yeats, William Butler 'When You Are Old', 'The Wild Swans at Coole', 'An Irish Airman Foresees his Death', 'Easter 1916', 'The Second Coming', 'Leda and the Swan', 'Among School Children'
or

Advanced, Module B: Critical Study of Texts

Nonfiction

- Woolf, Virginia, *A Room of One's Own* **AND** *Three Guineas*
- Speeches:
 - Anwar Sadat – Speech to the Israeli Knesset, 1977
 - Paul Keating – Redfern Speech, 1992
 - Margaret Atwood – ‘Spotty-Handed Villainesses’, 1994
 - Noel Pearson – ‘An Australian history for us all’, 1996
 - William Deane – ‘It is still winter at home’, 1999
 - Doris Lessing – ‘On not winning the Nobel Prize’, Nobel Lecture, 2007
 - Geraldine Brooks – ‘A Home in Fiction’, Boyer Lecture 4, 2011

Module C: Representation and Text

This module requires students to explore various representations of events, personalities or situations. They evaluate how medium of production, textual form, perspective and choice of language influence meaning. The study develops students' understanding of the relationships between representation and meaning. (Refer to the *English Stage 6 Syllabus*, p 48.)

Advanced, Module C: Representation and Text
Elective 1: Representing People and Politics In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning. Students choose one of the following texts as the basis of their further exploration of the representations of people and politics.
Shakespearean drama <ul style="list-style-type: none">Shakespeare, William, <i>King Henry IV, Part 1</i>
or
Prose fiction <ul style="list-style-type: none">Huxley, Aldous, <i>Brave New World</i>
or
Drama (d) or film (f) <ul style="list-style-type: none">Miller, Arthur, <i>The Crucible</i> (d)Levinson, Barry, <i>Wag the Dog</i> (f)
or
Poetry <ul style="list-style-type: none">Auden, WH 'O what is that sound which so thrills the ear', 'Spain', 'Epitaph on a Tyrant', 'In Memory of W.B. Yeats', 'September 1, 1939', 'The Unknown Citizen', 'The Shield of Achilles'
or
Nonfiction <ul style="list-style-type: none">Reynolds, Henry, <i>Why Weren't We Told?</i>

OR

Advanced, Module C: Representation and Text

Elective 2: Representing People and Landscapes

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

Students choose **one** of the following texts as the basis of their further exploration of the representations of people and landscapes.

Prose fiction

- Harrison, Melissa, *Clay*
- Tóibín, Colm, *Brooklyn*
- White, Patrick, *The Tree of Man*

or

Film

- de Heer, Rolf, *Ten Canoes*

or

Poetry

- Wright, Judith
'The Hawthorn Hedge', 'Brothers and Sisters', 'South of My Days', 'For New England',
'Flame-tree in a Quarry', 'Train Journey', 'Moving South'

or

Nonfiction

- de Botton, Alain, *The Art of Travel*

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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.

Language Study within an Area of Study and texts for the English (ESL) course

The Language Study within an Area of Study must be considered in the context of the relevant description in the syllabus and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 67–73.)

Language Study within an Area of Study

The Language Study within an Area of Study builds on and extends the development of skills in responding and composing undertaken in the Preliminary course. Students' language skills, knowledge and understanding are reinforced and extended as they respond to and compose longer, more sustained and more complex texts at and beyond the literal level and further develop their understanding of the ways in which meaning is shaped in and through texts.

In the Area of Study, students explore and examine relationships between language and text, and interrelationships among texts. They examine closely the individual qualities of texts while considering the texts' relationships to the wider context of the Area of Study. They synthesise ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text. (Refer to the *English Stage 6 Syllabus*, pp 67–68.)

ESL: Language Study within an Area of Study

Area of Study: Discovery

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts. Through close language study, and by experimenting with different language choices, students will examine how ideas about discovery vary.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

In their responses and compositions, students examine, question, and reflect and speculate on:

- their own experiences of discovery
- the experience of discovery in and through their engagement with texts
- assumptions underlying various representations of the concept of discovery

ESL: Language Study within an Area of Study
<ul style="list-style-type: none"> • how the concept of discovery is conveyed through the representations of people, relationships, societies, places, events and ideas that they encounter in the prescribed text and other related texts of their own choosing • how the composer’s choice of language modes, forms, features and structure shapes representations of discovery and discovering • their discovery of new aspects and features of the English language, their experiences of learning in and through a new language, and their understandings about the language learning process • the ways in which exploring the concept of discovery may broaden and deepen their understanding of themselves and their world. <p>Students choose two prescribed texts from the following list. Each of these prescribed texts must be a different type of text. Students also explore additional texts of their own choosing from a variety of sources, in a range of genres and media.</p>
<p>Prose fiction</p> <ul style="list-style-type: none"> • Baillie, Allan, <i>The China Coin</i> • Bradbury, Ray, <i>Fahrenheit 451</i> • Lahiri, Jhumpa, <i>The Namesake</i> • Winch, Tara June, <i>Swallow the Air</i>
or
<p>Drama</p> <ul style="list-style-type: none"> • Harrison, Jane, <i>Rainbow’s End</i> from Cleven, Vivienne et al, <i>Contemporary Indigenous Plays</i> • Thomson, Katherine, <i>Navigating</i>
or
<p>Poetry</p> <ul style="list-style-type: none"> • Frost, Robert ‘The Tuft of Flowers’, ‘Mending Wall’, ‘Home Burial’, ‘After Apple-Picking’, ‘The Road Not Taken’, ‘Stopping by Woods on a Snowy Evening’, ‘A Boundless Moment’ • Noonuccal, Oodgeroo ‘Last of His Tribe’, ‘Acacia Ridge’, ‘Municipal Gum’, ‘Son of Mine’, ‘Understand, Old One’, ‘We Are Going’, ‘The Past’ • Watson, Ken (ed), <i>The Round Earth’s Imagined Corners</i> Sujata Bhatt, ‘The Stare’; Nina Cassian, ‘Evolution’; Carol Ann Duffy, ‘Originally’; Miroslav Holub, ‘Brief Reflection on Accuracy’, ‘Brief Reflection on Test-Tubes’; Gwyneth Lewis, ‘The Reference Library’
or
<p>Nonfiction</p> <ul style="list-style-type: none"> • Guevara, Ernesto ‘Che’, <i>The Motorcycle Diaries</i> • Pung, Alice, <i>Unpolished Gem</i>
or

ESL: Language Study within an Area of Study

Film (f) or media (m)

- Daldry, Stephen, *Billy Elliot* (f)
- Kubrick, Stanley, *2001: A Space Odyssey* (f)
- O'Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and *The Response* (m)
- Welles, Orson, *War of the Worlds* (m)

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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.

Electives and texts for the English (ESL) course

Electives in the English (ESL) course must be considered in the context of the module descriptions and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 68–73.)

Module A: Experience Through Language

This module requires students to explore the uses of a particular aspect of language. It develops students' awareness of language and helps them to understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language. (Refer to the *English Stage 6 Syllabus*, p 69.)

ESL, Module A: Experience Through Language
Elective 1: Australian Voices In their responding and composing, students explore the ways in which language is used to represent voices in texts. They consider the different types of voices evident in texts and how the creation of a distinctly Australian voice, or voices, affects interpretation and shapes meaning. Students will examine one prescribed text, in addition to other texts and examples drawn from their own experience. Students choose one of the following texts as the basis for their study of the elective Australian Voices.
Prose fiction <ul style="list-style-type: none">Burke, JC, <i>The Story of Tom Brennan</i>
or
Drama <ul style="list-style-type: none">Lawler, Ray, <i>Summer of the Seventeenth Doll</i>
or
Poetry <ul style="list-style-type: none">Komninos 'back to melbourne', 'hillston welcome', 'cobar, july 1993', 'eat', 'noura from narooma', 'thomastown talk'
or
Nonfiction <ul style="list-style-type: none">Bird, Carmel (ed), <i>The Stolen Children – Their Stories</i>
or
Film <ul style="list-style-type: none">Perkins, Rachel, <i>One Night the Moon</i>Sitch, Rob, <i>The Castle</i>

OR

ESL, Module A: Experience Through Language

Elective 2: Australian Visions

In their responding and composing, students explore the ways in which language is used to represent visions in texts. They consider the different types of visions evident in texts and how the creation of a distinctly Australian vision, or visions, affects interpretation and shapes meaning. Students will examine one prescribed text, in addition to other texts and examples drawn from their own experience.

Students choose **one** of the following texts as the basis for their study of the elective Australian Visions.

Prose fiction

- Malouf, David, *Fly Away Peter*

or

Drama

- Misto, John, *The Shoe-Horn Sonata*

or

Poetry

- Stewart, Douglas
'Lady Feeding the Cats', 'Wombat', 'The Snow-Gum', 'Nesting Time', 'The Moths', 'The Fireflies', 'Waterlily', 'Cave Painting', 'The Tailor Fishermen'

or

Nonfiction

- Gaita, Raimond, *Romulus, My Father*

or

Film

- Down, Elissa, *The Black Balloon*

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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 B: Texts and Society

This module requires students to explore and analyse texts used in a specific situation. It assists students' understanding of the ways that texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society. (Refer to the *English Stage 6 Syllabus*, p 69.)

ESL, Module B: Texts and Society

Elective 1: Living and Working in the Community

In this elective, students explore the kinds of texts that are widely used in the workplace and the community. They respond to and compose texts appropriate to specific situations designed to meet students' needs and interests. They consider what these texts imply about the nature of the workplace or the community in which they are used.

Students are required to read and respond to a range of types of texts, including: job advertisements; applications and other forms; information brochures and technical manuals; news reports and editorials; feature articles; advertisements; web pages; speeches and interviews; and other relevant texts.

They are required to compose a range of types of texts, including: job application letters and personal résumés; work and accident reports; letters to the editor; letters of complaint, appreciation and request; advertisements and information brochures; feature articles; web pages; speeches and interviews; and other relevant texts. Students are also required to identify and explain the purposes and language techniques used in these types of texts.

Students are to supplement this study with texts of their own choosing related to the elective. The support document [Workplace and Community Texts](#) provides examples of types of texts and may further supplement students' study of this elective.

OR

ESL, Module B: Texts and Society

Elective 2: Academic English

In this elective, students explore the kinds of texts that are widely used in formal learning situations. They respond to and compose texts appropriate to particular learning situations relevant to students' needs and interests. They consider what these texts imply about the construction of knowledge in particular fields of study.

Students are required to read and respond to a range of types of texts, including: academic reports and essays; textbooks; discussions and expositions; scientific, artistic and literary texts; examination and research tasks; web pages; oral presentations; interviews; and other relevant texts. They are required to compose a range of types of texts, including: academic reports and essays; discussions and expositions; learning journals and process diaries; reviews; web pages; oral presentations; notes and summaries; and other relevant texts. Students are also required to identify and explain the purposes and language forms and features used in these types of texts.

Students are to supplement this study with texts of their own choosing related to the elective. The support document [Academic English](#) provides examples of types of texts and may further supplement students' study of this elective.

Electives and texts for the English Extension 1 course

Electives in the English Extension 1 course must be considered in the context of the module descriptions and the course objectives, outcomes and content. (Refer to the *English Stage 6 Syllabus*, pp 82–84.)

Module A: Genre

This module requires students to explore and evaluate notions of genre. It develops their understanding of the conventions and values associated with generic forms. (Refer to the *English Stage 6 Syllabus*, p 82.)

Extension 1, Module A: Genre
<p>Elective 1: Life Writing</p> <p>In this elective, students explore and evaluate nonfiction texts composed in a range of media that represent lives or aspects of lives. Texts such as biographies, autobiographies, memoirs and documentaries may record a life story and may at the same time examine the processes and conventions of representing that life or aspects of it. Many examples of life writing address the question of whether or not the facts, events and experiences of an individual's life can ever be comprehensively portrayed in a single text: they explore the diverse ways in which a life can be represented, interpreted and valued. Although texts within this genre may include fictional elements, they are characteristically nonfictional accounts.</p> <p>In this elective, students are required to study at least three of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other examples of this life writing genre from a range of contexts. Students explore the diversity within this genre in a range of texts.</p>
<p>Poetry</p> <ul style="list-style-type: none">Lowell, Robert 'Grandparents', 'Commander Lowell', 'Terminal Days at Beverly Farms', 'Sailing Home from Rapallo', 'Waking in the Blue', 'Memories of West Street and Lepke', 'Man and Wife', 'Skunk Hour'
<p>Nonfiction</p> <ul style="list-style-type: none">de Waal, Edmund, <i>The Hare with Amber Eyes</i>Modjeska, Drusilla, <i>The Orchard</i>Nabokov, Vladimir, <i>Speak, Memory</i>
<p>Media</p> <ul style="list-style-type: none">Armstrong, Gillian, <i>Unfolding Florence</i>

OR

Extension 1, Module A: Genre

Elective 2: Comedy

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a 'happy ending'. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

In this elective, students are required to study **at least three** of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other examples of this genre. They explore the diversity within the genre of comedy in texts from a range of contexts and media.

Prose fiction

- Fforde, Jasper, *The Eyre Affair*
- Swift, Jonathan, *Gulliver's Travels*

Drama

- Aristophanes, *Lysistrata*
- Sheridan, Richard Brinsley, *The School for Scandal*

Media

- Curtis, Richard and Elton, Ben, *Blackadder The Third* (Remastered) – Episodes 1, 2, 3 and 4

OR

Extension 1, Module A: Genre

Elective 3: Science Fiction

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

In this elective, students are required to study **at least three** of the prescribed texts (including at least two print texts), as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other examples of this genre. Students explore the diversity within the science fiction genre in texts from a range of contexts and media.

Prose fiction

- Gibson, William, *Neuromancer*
- Herbert, Frank, *Dune*
- Le Guin, Ursula, *The Left Hand of Darkness*

Film

- Parisot, Dean, *Galaxy Quest*
- OR**
- Scott, Ridley, *Blade Runner – The Director’s Cut*

Module B: Texts and Ways of Thinking

This module requires students to explore and evaluate a selection of texts relating to a particular historical period. It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts. (Refer to the *English Stage 6 Syllabus*, pp 82–83.)

Extension 1, Module B: Texts and Ways of Thinking

Elective 1: After the Bomb

In this elective, students explore and evaluate texts that relate to the period from the dropping of the atomic bombs on Hiroshima and Nagasaki up to the collapse of the Soviet Union and the dismantling of the Berlin Wall. A climate of Cold War anxiety permeates these texts in a number of ways. The texts may emerge from, respond to, critique, and shape our understanding of ways of thinking during this period. Many of these texts have a common focus on the personal and political ramifications of this era. They are often characterised by an intensified questioning of humanity and human beliefs and values. Experimentation with ideas and form may reflect or challenge ways of thinking during the period.

In this elective, students are required to study **at least three** of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts. Texts can be drawn from a range of times, contexts and media, and should reflect the personal and political concerns of the post-war period.

Prose fiction

- Ishiguro, Kazuo, *An Artist of the Floating World*
- Le Carré, John, *The Spy Who Came in from the Cold*

Drama

- Beckett, Samuel, *Waiting for Godot*

Poetry

- Plath, Sylvia
'Morning Song', 'The Applicant', 'Lady Lazarus', 'Daddy', 'Fever 103"', 'The Arrival of the Bee Box', 'Words'

Film

- Clooney, George, *Good Night, and Good Luck*.

OR

Extension 1, Module B: Texts and Ways of Thinking

Elective 2: Romanticism

In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

In this elective, students are required to study **at least three** of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts. Texts can be drawn from a range of times, contexts and media and should reflect the transformative ideas, concerns and ways of thinking of the Romantic period.

Prose fiction

- Shelley, Mary, *Frankenstein*

Poetry

- Coleridge, Samuel Taylor
'This Lime-Tree Bower My Prison', 'The Rime of the Ancient Mariner' (1834), 'Frost at Midnight', 'Kubla Khan'
- Wordsworth, William
'Simon Lee, the Old Huntsman', 'Lines written a few miles above Tintern Abbey', 'My heart leaps up when I behold', 'The world is too much with us', 'It is a beauteous Evening, calm and free', 'Composed Upon Westminster Bridge', Ode ('There was a time'), 'Surprized by joy – impatient as the Wind', 'The Prelude' (1805) – Book One, lines 1–54, 271–441; Book Five, lines 389–413; Book Six, lines 491–542

Nonfiction

- Wollstonecraft, Mary, *A Vindication of the Rights of Woman* – Chapters I, II, III, IV, VIII, IX, XIII

Film

- Campion, Jane, *Bright Star*

OR

Extension 1, Module B: Texts and Ways of Thinking

Elective 3: Navigating the Global

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

In this elective, students are required to study **at least three** of the prescribed texts (including at least two print texts), as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts.

Texts can be drawn from a range of times, contexts and media and should reflect the relationships between the global and the local and the significance of these relationships to the life of the individual and their community.

Prose fiction

- Adiga, Aravind, *The White Tiger*
- Miller, Alex, *Journey to the Stone Country*

Poetry

- Levertov, Denise
'What Were They Like?', 'The Sun Going Down upon Our Wrath', 'The Malice of Innocence', 'A Place of Kindness', 'The Life of Others', 'What It Could Be', 'Talk in the Dark'

Film or media

- Coppola, Sofia, *Lost in Translation* (f)
- OR**
- Reeve, Simon, *Tropic of Cancer* (m)

Module C: Language and Values

This module requires students to investigate, explore and evaluate the ways in which language shapes and reflects culture and values. It allows students to focus on the study of language as they develop their understanding of values and the processes of valuing. (Refer to the *English Stage 6 Syllabus*, p 83.)

Extension 1, Module C: Language and Values

Elective 1: Textual Dynamics

In this elective, students explore the dynamic relationships between and among texts, and between texts and responders, and how these relationships reflect values in texts. Students consider how composers transform ideas and experiences into texts through insight, imaginative powers and stylistic ingenuity, and how responders can be transformed, delighted and impassioned by their interaction with texts. Among the dynamics to be considered are the cleverness and joy of invention, the challenges and pleasures of reading and interpretation, and the conversations between and among texts. Narrative and linguistic playfulness, experimentation with traditional forms, and originality are also focal points in an elective that considers the active and vital relationships that exist between composers, responders and texts.

In this elective, students are required to study **at least three** of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other examples relating to this elective. Texts should be drawn from a range of contexts and media and reflect the interrelationships between composers, responders and texts.

Prose fiction

- Calvino, Italo, *If on a Winter's Night a Traveller*
- Coetzee, JM, *Summertime*
- Dessaix, Robert, *Night Letters*

Poetry

- Stevens, Wallace
'The Snow Man', 'A High-Toned Old Christian Woman', 'Sunday Morning',
'Thirteen Ways of Looking at a Blackbird', 'The Idea of Order at Key West', 'Of Modern Poetry',
'Final Soliloquy of the Interior Paramour'

Film

- Potter, Sally, *Orlando*

OR

Extension 1, Module C: Language and Values

Elective 2: Language and Gender

In this elective, students explore through texts drawn from a range of media the idea that part of the role of language is to express and create the social identity of the speaker, of which gender is an important element. Students investigate, challenge and evaluate the ways in which language can be used to construct, perform or conceal masculine or feminine aspects of identity and their associated values through characters, voices and contexts. Language may express gender, but it also may provide a means of escaping strict limitations of conventional roles and values. There is a dynamic spectrum of possibilities and great flexibility in texts, as composers create voices and characters, and as characters themselves explore and challenge language and gender codes. Texts provide a playful and experimental space in which composers explore questions of identity through their language.

In this elective, students are required to study **at least three** of the prescribed texts, as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other examples relating to this elective. Texts should be drawn from a range of contexts and media and should reflect the interrelationships between language, gender and values.

Prose fiction

- Malouf, David, *An Imaginary Life*
- Woolf, Virginia, *Orlando*

Drama

- Shakespeare, William, *Twelfth Night*

Poetry

- Tranter, John, *The Floor of Heaven*

Film

- Kapur, Shekhar, *Elizabeth*

Specific editions of the set texts are listed at the end of this document. If the specified edition is unavailable, however, 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.

Alphabetical list of prescribed texts for the HSC 2015–20

Author	Title	Publisher	Course details	Type of text
Adiga, Aravind	<i>The White Tiger</i>	Atlantic Books, 2008, ISBN: 9781848878082	Extension 1, Module B: Texts and Ways of Thinking, Elective 3: Navigating the Global	Prose fiction
Anderson, Jessica	<i>Tirra Lirra by the River</i>	Picador/Pan Macmillan, 1997, ISBN: 9780330359719	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Prose fiction
Anderson, MT	<i>Feed</i>	Candlewick Press, 2012, ISBN: 9780763662622	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions	Prose fiction
Aristophanes	<i>Lysistrata</i> from <i>Lysistrata</i> and <i>Other Plays</i>	Penguin, 2002, ISBN: 9780140448146	Extension 1, Module A: Genre, Elective 2: Comedy	Drama
Armstrong, Gillian	<i>Unfolding Florence</i> (2006)	Icon	Extension 1, Module A: Genre, Elective 1: Life Writing	Media
Auden, WH	<i>Selected Poems</i>	Faber and Faber, 2009, ISBN: 9780571241538	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Poetry
Austen, Jane	<i>Pride and Prejudice</i>	Penguin, 2003, ISBN: 9780141439518	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Prose fiction
Australian War Memorial	Australian War Memorial website – ‘Remembrance’	www.awm.gov.au/commemoration	Standard, Module B: Close Study of Text	Multimedia
Baillie, Allan	<i>The China Coin</i>	Puffin/Penguin, 1992, ISBN: 9780140347531	ESL, Area of Study: Discovery	Prose fiction
Beckett, Samuel	<i>Waiting for Godot</i>	Faber and Faber, 2006, ISBN: 9780571229116	Extension 1, Module B: Texts and Ways of Thinking, Elective 1: After the Bomb	Drama
Bird, Carmel (ed)	<i>The Stolen Children – Their Stories</i>	Random House, 1998, ISBN: 9780091836894	ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Nonfiction
BOSTES	Speeches – English (Advanced)	BOSTES website	Advanced, Module B: Critical Study of Texts	Nonfiction
BOSTES	Speeches – English (Standard)	BOSTES website	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices	Nonfiction
Bradbury, Ray	<i>Fahrenheit 451</i>	HarperVoyager/ HarperCollins, 2008, ISBN: 9780006546061	ESL, Area of Study: Discovery	Prose fiction
Bradley, James	<i>Wrack</i>	Vintage/Random House, 1997, ISBN: 9780091834944	Area of Study: Discovery	Prose fiction

HSC Prescriptions 2015–20
English Stage 6

Author	Title	Publisher	Course details	Type of text
Brontë, Charlotte	<i>Jane Eyre</i>	Penguin Classics, 2006, ISBN: 9780141441146	Advanced, Module B: Critical Study of Texts	Prose fiction
Browning, Elizabeth Barrett	<i>Aurora Leigh and Other Poems</i>	Penguin Classics, 1995, ISBN: 9780140434125	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Poetry
Bryson, Bill	<i>A Short History of Nearly Everything</i>	Transworld Publishers, 2004, ISBN: 9780552997041	Area of Study: Discovery	Nonfiction
Burke, JC	<i>The Story of Tom Brennan</i>	Random House, 2005, ISBN: 9781741660920	Standard, Module C: Texts and Society, Elective 2: Exploring Transitions AND ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Prose fiction
Calvino, Italo	<i>If on a Winter's Night a Traveller</i>	Vintage, 1998, ISBN: 9780099430896	Extension 1, Module C: Language and Values, Elective 1: Textual Dynamics	Prose fiction
Campion, Jane	<i>Bright Star</i> (2009)	Roadshow	Extension 1, Module B: Texts and Ways of Thinking, Elective 2: Romanticism	Film
Chekhov, Anton	<i>The Seagull</i> (translated by Stephen Mulrine)	Nick Hern Books, 1997, ISBN: 9781854591937	Advanced, Module B: Critical Study of Texts	Drama
Chopin, Kate	<i>The Awakening from The Awakening and Selected Stories</i>	Penguin Classics, 2003, ISBN: 9780142437322	Area of Study: Discovery	Prose fiction
Clooney, George	<i>Good Night, and Good Luck.</i> (2005)	Icon	Extension 1, Module B: Texts and Ways of Thinking, Elective 1: After the Bomb	Film
Coetzee, JM	<i>Summertime</i>	Vintage/Random House, 2010, ISBN: 9781741669039	Extension 1, Module C: Language and Values, Elective 1: Textual Dynamics	Prose fiction
Coleridge, Samuel Taylor	<i>Samuel Taylor Coleridge: The Complete Poems</i>	Penguin Classics, 1997, ISBN: 9780140423532	Extension 1, Module B: Texts and Ways of Thinking, Elective 2: Romanticism	Poetry
Coppola, Sofia	<i>Lost in Translation</i> (2003)	Universal	Extension 1, Module B: Texts and Ways of Thinking, Elective 3: Navigating the Global	Film
Curtis, Richard and Elton, Ben	<i>Blackadder The Third</i> (Remastered) – Episodes 1, 2, 3 and 4 (2009)	Roadshow	Extension 1, Module A: Genre, Elective 2: Comedy	Media

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Author	Title	Publisher	Course details	Type of text
Daldry, Stephen	<i>Billy Elliot</i> (2000)	Universal Studios	Standard, Module C: Texts and Society, Elective 2: Exploring Transitions AND ESL, Area of Study: Discovery	Film
Daldry, Stephen	<i>The Hours</i> (2002)	Roadshow	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Film
Day, Marele	<i>The Life and Crimes of Harry Lavender</i>	Allen & Unwin, 1998, ISBN: 9781864487725	Standard, Module B: Close Study of Text	Prose fiction
de Botton, Alain	<i>The Art of Travel</i>	Penguin, 2014, ISBN: 9780241970065	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Nonfiction
de Heer, Rolf	<i>Ten Canoes</i> (2006)	Madman	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Film
de Waal, Edmund	<i>The Hare with Amber Eyes</i>	Vintage, 2011, ISBN: 9780099539551	Extension 1, Module A: Genre, Elective 1: Life Writing	Nonfiction
Dessaix, Robert	<i>Night Letters</i>	Picador/Pan Macmillan, 1997, ISBN: 9780330359917	Extension 1, Module C: Language and Values, Elective 1: Textual Dynamics	Prose fiction
Dobson, Rosemary	<i>Rosemary Dobson Collected</i>	University of Queensland Press, 2012, ISBN: 9780702239113	Area of Study: Discovery	Poetry
Donne, John	<i>John Donne: A Selection of His Poetry</i>	Penguin Poetry Library, 1986, ISBN: 9780140585186	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Poetry
Down, Elissa	<i>The Black Balloon</i> (2008)	Icon	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions AND ESL, Module A: Experience Through Language, Elective 2: Australian Visions	Film
Edson, Margaret	<i>W;t</i>	Nick Hern Books, 2000, ISBN: 9781854594587	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Drama
Eliot, TS	<i>T. S. Eliot: Selected Poems</i>	Faber and Faber, 2002, ISBN: 9780571057061	Advanced, Module B: Critical Study of Texts	Poetry
Enright, Nick	<i>A Man with Five Children</i>	Currency Press, 2003, ISBN: 9780868196916	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions	Drama

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Author	Title	Publisher	Course details	Type of text
Fforde, Jasper	<i>The Eyre Affair</i>	Hodder and Stoughton, 2001, ISBN: 9780340733561	Extension 1, Module A: Genre, Elective 2: Comedy	Prose fiction
Fitzgerald, F Scott	<i>The Great Gatsby</i>	Penguin, 2000, ISBN: 9780141182636	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Prose fiction
Frost, Robert	<i>The Collected Poems</i>	Vintage/Random House, 2014, ISBN: 9780099583097	Area of Study: Discovery AND ESL, Area of Study: Discovery	Poetry
Funder, Anna	<i>Stasiland</i>	Text Publishing, 2003, ISBN: 9781877008917	Standard, Module B: Close Study of Text	Nonfiction
Gaita, Raimond	<i>Romulus, My Father</i>	Text Publishing, 1999, ISBN: 9781876485177	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions AND ESL, Module A: Experience Through Language, Elective 2: Australian Visions	Nonfiction
Gibson, William	<i>Neuromancer</i>	HarperCollins 1995, ISBN: 9780006480419	Extension 1, Module A: Genre, Elective 3: Science Fiction	Prose fiction
Gow, Michael	<i>Away</i>	Currency Press, 1988, ISBN: 9780868192116	Area of Study: Discovery	Drama
Gray, Robert	<i>Coast Road</i>	Black Inc, 2014, ISBN: 9781863957021	Area of Study: Discovery	Poetry
Guevara, Ernesto 'Che'	<i>The Motorcycle Diaries</i>	Ocean Press, 2003, ISBN: 9781876175702	Area of Study: Discovery AND ESL, Area of Study: Discovery	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 Text	Prose fiction
Harrison, Jane	<i>Rainbow's End</i> from Cleven, Vivienne et al, <i>Contemporary Indigenous Plays</i>	Currency Press, 2007, ISBN: 9780868197951	Area of Study: Discovery AND ESL, Area of Study: Discovery	Drama
Harrison, Melissa	<i>Clay</i>	Bloomsbury, 2013, ISBN: 9781408826027	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Prose fiction
Heaney, Seamus	<i>Opened Ground: Poems 1966–1996</i>	Faber and Faber, 1998, ISBN: 9780571194933	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Poetry
Herbert, Frank	<i>Dune</i>	Hodder & Stoughton, 2005, ISBN: 9780450011849	Extension 1, Module A: Genre, Elective 3: Science Fiction	Prose fiction

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Herrick, Steven	<i>The Simple Gift</i>	University of Queensland Press, 2000, ISBN: 9780702231339	Standard, Module C: Texts and Society, Elective 2: Exploring Transitions	Poetry
Howard, Ron	<i>A Beautiful Mind</i> (2001)	DreamWorks	Standard, Module B: Close Study of Text	Film
Huxley, Aldous	<i>Brave New World</i>	Vintage/Random House, 2007, ISBN: 9780099518471	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Prose fiction
Ishiguro, Kazuo	<i>An Artist of the Floating World</i>	Faber and Faber, 2013, ISBN: 9780571283873	Extension 1, Module B: Texts and Ways of Thinking, Elective 1: After the Bomb	Prose fiction
Jones, Gail	<i>Sixty Lights</i>	Vintage/Random House, 2005, ISBN: 9780099472032	Advanced, Module B: Critical Study of Texts	Prose fiction
Joyce, James	<i>Dubliners</i>	Penguin, 2000, ISBN: 9780141182452	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Prose fiction
Kapur, Shekhar	<i>Elizabeth</i> (1998)	Universal	Extension 1, Module C: Language and Values, Elective 2: Language and Gender	Film
Komninos	<i>Komninos by the Kupful</i>	University of Queensland Press, 1994, ISBN: 9780702226304	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices AND ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Poetry
Kubrick, Stanley	<i>2001: A Space Odyssey</i> (1968)	Warner Bros	ESL, Area of Study: Discovery	Film
Lahiri, Jhumpa	<i>The Namesake</i>	HarperCollins, 2004, ISBN: 9780006551805	ESL, Area of Study: Discovery	Prose fiction
Lang, Fritz	<i>Metropolis</i> (1927/2010)	Madman	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Film
Lawler, Ray	<i>Summer of the Seventeenth Doll</i>	Currency Press, 2012, ISBN: 9780868199672	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices AND ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Drama
Lawson, Henry	<i>The Penguin Henry Lawson Short Stories</i>	Penguin, 2009, ISBN: 9780143180128	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual	Prose fiction
Le Carré, John	<i>The Spy Who Came in from the Cold</i>	Penguin, 2011, ISBN: 9780241962336	Extension 1, Module B: Texts and Ways of Thinking, Elective 1: After the Bomb	Prose fiction

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Author	Title	Publisher	Course details	Type of text
Le Guin, Ursula	<i>The Left Hand of Darkness</i>	Orbit/Little, Brown, 1992, ISBN: 9781857230741	Extension 1, Module A: Genre, Elective 3: Science Fiction	Prose fiction
Lee, Ang	<i>Crouching Tiger, Hidden Dragon</i> (2000)	Columbia	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual	Film
Lee, Ang	<i>Life of Pi</i> (2012)	Fox	Area of Study: Discovery	Film
Levertov, Denise	(see BOSTES website)	BOSTES website	Extension 1, Module B: Texts and Ways of Thinking, Elective 3: Navigating the Global	Poetry
Levinson, Barry	<i>Wag the Dog</i> (1997)	Roadshow	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Film
Levy, Andrea	<i>Small Island</i>	Headline Publishing Group, 2004, ISBN: 9780755307500	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices	Prose fiction
Lohrey, Amanda	<i>Vertigo</i>	Black Inc, 2009, ISBN: 9781863954303	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual	Prose fiction
Lowell, Robert	<i>Life Studies</i>	Faber and Faber, 2001, ISBN: 9780571207749	Extension 1, Module A: Genre, Elective 1: Life Writing	Poetry
Machiavelli, Niccolò	<i>The Prince</i> (translated by Tim Parks)	Penguin, 2011, ISBN: 9780141442259	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Nonfiction
Malouf, David	<i>An Imaginary Life</i>	Vintage/Random House, 1999, ISBN: 9780099273844	Extension 1, Module C: Language and Values, Elective 2: Language and Gender	Prose fiction
Malouf, David	<i>Fly Away Peter</i>	Vintage/Random House, 1999, ISBN: 9780099273820	ESL, Module A: Experience Through Language, Elective 2: Australian Visions	Prose fiction
Miller, Alex	<i>Journey to the Stone Country</i>	Allen and Unwin, 2003, ISBN: 9781741141467	Extension 1, Module B: Texts and Ways of Thinking, Elective 3: Navigating the Global	Prose fiction
Miller, Arthur	<i>All My Sons</i>	Methuen Drama/Bloomsbury Publishing, 2010, ISBN: 9781408108383	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions	Drama
Miller, Arthur	<i>The Crucible</i>	Penguin Classics, 2000, ISBN: 9780141182551	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Drama

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Author	Title	Publisher	Course details	Type of text
Misto, John	<i>The Shoe-Horn Sonata</i>	Currency Press, 1996, ISBN: 9780868194813	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual AND ESL, Module A: Experience Through Language, Elective 2: Australian Visions	Drama
Modjeska, Drusilla	<i>The Orchard</i>	Picador/Pan Macmillan, 1995, ISBN: 9780330356558	Extension 1, Module A: Genre, Elective 1: Life Writing	Nonfiction
Nabokov, Vladimir	<i>Speak, Memory</i>	Penguin Classics, 2000, ISBN: 9780141183220	Extension 1, Module A: Genre, Elective 1: Life Writing	Nonfiction
Nasht, Simon	<i>Frank Hurley – The Man Who Made History</i> (2004)	DV1	Area of Study: Discovery	Media
Noonuccal, Oodgeroo	(see BOSTES website)	BOSTES website	Standard, Module B: Close Study of Text	Poetry
Noonuccal, Oodgeroo	<i>My People</i> (4th edition)	John Wiley and Sons, 2008, ISBN: 9780731407408	ESL, Area of Study: Discovery	Poetry
O'Mahoney, Ivan	<i>Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3 and The Response</i> (2011)	Madman	Area of Study: Discovery AND ESL, Area of Study: Discovery	Media
Ondaatje, Michael	<i>In the Skin of a Lion</i>	Picador, 1988, ISBN: 9780330301831	Advanced, Module B: Critical Study of Texts	Prose fiction
Orwell, George	<i>Nineteen Eighty-Four</i>	Penguin 2004, ISBN: 9780141187761	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Prose fiction
Owen, Wilfred	<i>Wilfred Owen: War Poems and Others</i>	Random House Australia, 1992, ISBN: 9780900882463	Standard, Module B: Close Study of Text	Poetry
Pacino, Al	<i>Looking for Richard</i> (1996)	Fox Campion Education (02) 8905 8690 is the sole distributor of the Region 4 (Australian region) DVD of this film	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Film
Parisot, Dean	<i>Galaxy Quest</i> (1999)	Dreamworks	Extension 1, Module A: Genre, Elective 3: Science Fiction	Film
Paterson, AB 'Banjo'	<i>Banjo Paterson: Collected Verse</i>	Penguin, 2007, ISBN: 9780140146219	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices	Poetry

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Author	Title	Publisher	Course details	Type of text
Perkins, Rachel	<i>One Night the Moon</i> (2001)	Dendy (no subtitles)	Standard, Module A: Experience Through Language, Elective 1: Distinctive Voices AND ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Film
Plath, Sylvia	<i>Ariel</i>	Faber and Faber, 2001, ISBN: 9780571086269	Extension 1, Module B: Texts and Ways of Thinking, Elective 1: After the Bomb	Poetry
Potter, Sally	<i>Orlando</i> (1992)	Adventure Pictures (available online)	Extension 1, Module C: Language and Values, Elective 1: Textual Dynamics	Film
Pung, Alice	<i>Unpolished Gem</i>	Black Inc, 2006, ISBN: 9781863951586	Standard, Module C: Texts and Society, Elective 2: Exploring Transitions AND ESL, Area of Study: Discovery	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 Text	Drama
Reeve, Simon	<i>Tropic of Cancer</i> (2010)	Roadshow	Extension 1, Module B: Texts and Ways of Thinking, Elective 3: Navigating the Global	Media
Reynolds, Henry	<i>Why Weren't We Told?</i>	Penguin, 2000, ISBN: 9780140278422	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Nonfiction
Rossetti, Christina	<i>Christina Rossetti: The Complete Poems</i>	Penguin Classics, 2005, ISBN: 9780140423662 (note: this text is 1280 pages in length)	Advanced, Module B: Critical Study of Texts	Poetry
Russell, Willy	<i>Educating Rita</i>	Longman, 1991, ISBN: 9780582060135	Standard, Module C: Texts and Society, Elective 2, Exploring Transitions	Drama
Scott, Ridley	<i>Blade Runner – The Director's Cut</i> (1992; remastered 2006)	Warner Bros	Extension 1, Module A: Genre, Elective 3: Science Fiction	Film
Shakespeare, William	<i>Hamlet</i>	Cambridge University Press, 2014, ISBN: 9781107615489	Advanced, Module B: Critical Study of Texts	Shakespearean drama
Shakespeare, William	<i>Julius Caesar</i>	Cambridge University Press, 2014, ISBN: 9781107615519	Advanced, Module A: Comparative Study of Texts and Context, Elective 2: Intertextual Perspectives	Shakespearean drama

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Author	Title	Publisher	Course details	Type of text
Shakespeare, William	<i>King Henry IV, Part 1</i>	Cambridge University Press, 1998, ISBN: 9780521626897	Advanced, Module C: Representation and Text, Elective 1: Representing People and Politics	Shakespearean drama
Shakespeare, William	<i>King Richard III</i>	Cambridge University Press, 2006, ISBN: 9780521618731	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Shakespearean drama
Shakespeare, William	<i>The Merchant of Venice</i>	Cambridge University Press, 2014, ISBN: 9781107615397	Standard, Module B: Close Study of Text	Drama
Shakespeare, William	<i>The Tempest</i>	Cambridge University Press, 2014, ISBN: 9781107615533	Area of Study: Discovery	Shakespearean drama (Advanced)/ Drama (Standard)
Shakespeare, William	<i>Twelfth Night</i>	Cambridge University Press, 2014, ISBN: 9781107615359	Extension 1, Module C: Language and Values, Elective 2: Language and Gender	Drama
Shelley, Mary	<i>Frankenstein</i>	Penguin, 2003, ISBN: 9780141439471	Extension 1, Module B: Texts and Ways of Thinking, Elective 2: Romanticism	Prose fiction
Sheridan, Richard	<i>The School for Scandal</i>	Nick Hern Books, 1998, ISBN: 9781854594204	Extension 1, Module A: Genre, Elective 2: Comedy	Drama
Sitch, Rob	<i>The Castle</i> (1997)	Roadshow	ESL, Module A: Experience Through Language, Elective 1: Australian Voices	Film
Stevens, Wallace	<i>Wallace Stevens: Selected Poems</i>	Alfred A Knopf/Random House, 2011, ISBN: 9780375711732	Extension 1, Module C: Language and Values, Elective 1: Textual Dynamics	Poetry
Stewart, Douglas	(see BOSTES website)	Standard: BOSTES website ESL: BOSTES website	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual AND ESL, Module A: Experience Through Language, Elective 2: Australian Visions	Poetry
Swift, Jonathan	<i>Gulliver's Travels</i>	Penguin Classics, 2003, ISBN: 9780141439495	Extension 1, Module A: Genre, Elective 2: Comedy	Prose fiction
Tennyson, Alfred Lord	<i>Alfred Lord Tennyson: Selected Poems</i>	Penguin Classics, 2007, ISBN: 9780140424430	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Poetry
Thomson, Katherine	<i>Navigating</i>	Currency Press, 1998, ISBN: 9780868195742	ESL, Area of Study: Discovery	Drama
Tóibín, Colm	<i>Brooklyn</i>	Picador/Pan Macmillan, 2010, ISBN: 9780330425612	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Prose fiction

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Tranter, John	<i>The Floor of Heaven</i>	University of Queensland Press, 2007, ISBN: 9780975698006	Extension 1, Module C: Language and Values, Elective 2: Language and Gender	Poetry
Tykwer, Tom	<i>Run Lola Run</i> (1998)	Sony Pictures	Standard, Module A: Experience Through Language, Elective 2: Distinctively Visual	Film
Valentine, Alana	<i>Shafana and Aunt Sarrinah</i>	Currency Press, 2010, ISBN: 9780868198828	Standard, Module C: Texts and Society, Elective 2, Exploring Transitions	Drama
Watson, Ken (ed)	<i>The Round Earth's Imagined Corners</i>	Phoenix Education, 2013, ISBN: 9781921586668	Standard, Module C: Texts and Society, Elective 1: Exploring Interactions AND ESL, Area of Study: Discovery	Poetry
Weldon, Fay	<i>Letters to Alice on First Reading Jane Austen</i>	Sceptre/Hodder & Stoughton, 1995, ISBN: 9780340589373	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Nonfiction
Welles, Orson	<i>Citizen Kane</i> (1941/2001)	Warner Bros	Advanced, Module B: Critical Study of Texts	Film
Welles, Orson	<i>War of the Worlds</i> (1938)	https://archive.org/details/OrsonWellesMrBruns	ESL, Area of Study: Discovery	Media
White, Patrick	<i>The Tree of Man</i>	Vintage/Random House, 2009, ISBN: 9781741667707	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Prose fiction
Winch, Tara June	<i>Swallow the Air</i>	University of Queensland Press, 2006, ISBN: 9780702235214	Area of Study: Discovery AND ESL, Area of Study: Discovery	Prose fiction
Winton, Tim	<i>Cloudstreet</i>	Penguin, 1998, ISBN: 9780140273984	Advanced, Module B: Critical Study of Texts	Prose fiction
Wollstonecraft, Mary	<i>A Vindication of the Rights of Woman – Chapters I, II, III, IV, VIII, IX, XIII</i>	Penguin Classics, 2004, ISBN: 9780141441252	Extension 1, Module B: Texts and Ways of Thinking, Elective 2: Romanticism	Nonfiction
Woolf, Virginia	<i>A Room of One's Own and Three Guineas</i>	Vintage/Random House, 2001, ISBN: 9780099734314	Advanced, Module B: Critical Study of Texts	Nonfiction
Woolf, Virginia	<i>Mrs Dalloway</i>	Penguin Classics, 2000, ISBN: 9780141182490	Advanced, Module A: Comparative Study of Texts and Context, Elective 1: Intertextual Connections	Prose fiction
Woolf, Virginia	<i>Orlando</i>	Penguin, 2008, ISBN: 9780140622812	Extension 1, Module C: Language and Values, Elective 2: Language and Gender	Prose fiction

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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, Module B: Texts and Ways of Thinking, Elective 2: Romanticism	Poetry
Wright, Judith	<i>Judith Wright: Collected Poems 1942–1985</i>	Angus and Robertson/ HarperCollins, 1994, ISBN: 9780207181351	Advanced, Module C: Representation and Text, Elective 2: Representing People and Landscapes	Poetry
Yeats, William Butler	<i>WB Yeats: Poems selected by Seamus Heaney</i>	Faber and Faber, 2005, ISBN: 9780571222964	Advanced, Module B: Critical Study of Texts	Poetry

Annotations of texts

Annotations have been developed for selected texts prescribed for the Higher School Certificate in 2015–20. An annotation is provided for each new text and for texts returning from earlier prescriptions lists. In addition, where an annotation was previously available or a text has been moved to another course, module or elective, an updated annotation is provided.

These annotations are based on criteria established by the Board of Studies and are intended to support specified aspects of the English courses. The criteria include:

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

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

These annotations are available on the BOSTES website at www.boardofstudies.nsw.edu.au/syllabus_hsc/english/eng-std-adv-prescriptions-2015-20.html.