



# English

## Stage 6

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Prescriptions:  
Area of Study  
Electives  
and Texts

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Higher School Certificate  
2001–2003

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## Foreword

This support document contains information pertaining to the Higher School Certificate in 2001, 2002 and 2003. It is relevant to students studying Preliminary courses in 2000, 2001 and 2002. Any amendments to requirements will be notified in the *Board Bulletin* Official Notices.

This support document should be read in conjunction with:

- the English Stage 6 Syllabus and other support documents
- the most recent HSC specimen examination papers
- Official Notices in *Board Bulletin*
- examination and assessment reports.

Annotations of texts listed in prescribed text lists are published on the Board's website, <http://www.boardofstudies.nsw.edu.au>

The Board of Studies 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 in the *Board Bulletin*, which also appears on the Board of Studies website.

**The version of Prescriptions: Area of Study, Electives and Texts that is current is to be found on the Board of Studies website.**

Curriculum advice may be obtained on:

phone (02) 9367 8276                      fax (02) 9367 8476  
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Board of Studies publications (syllabuses, support documents, *Board Bulletin*, specimen examination papers) may be obtained from Client Services on:

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# HSC English Course Requirements

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. 'Study' of texts does not apply to attending performances during the Preliminary course of plays prescribed as HSC texts or to taking part in production 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
- prescribed stimulus booklet.

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

<b>Section 1</b>	<b>Section 2</b>
<p><b>Content common to the Standard and Advanced courses</b> 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><b>Modules</b> 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><b>Study in the HSC course requires close study of particular texts, supported by students' own wide reading.</b></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
- a prescribed stimulus booklet.

**Study in the HSC course requires close study of particular texts, supported by students' own wide reading.**

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

Section 1	Section 2
<p><b>Content common to the Standard and Advanced courses</b> 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><b>Modules</b> 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>

**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 TEXTS drawn from
  - prose fiction
  - drama
  - poetry
  - nonfiction
  - film or media or multimedia texts
- a wide range of additional related texts and textual forms
- a prescribed stimulus booklet.

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

<b>Section 1</b>	<b>Section 2</b>
<p><b>Language Study within an Area of Study</b> 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><b>Modules</b> 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 from each of two modules. The modules comprise 50% of the content.</p>

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

Students may study additional prescribed texts if they choose.

## HSC English Extension Course Requirements

### HSC English Extension Course 1 Requirements

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

### HSC English Extension Course 2 Requirements

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

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

## Area of Study, Focuses and Texts for the Common Content of Standard and Advanced Courses

**The Area of Study and its focuses must be considered in the context of the Area of Study description in the syllabus, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, p 32 and pp 35–38; p 50 and pp 53–56.)**

### Area of Study

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: Change

This Area of Study requires students to explore the ways in which the notion of change is considered and expressed in and through texts.

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

- their observation and understanding of the portrayed events, people, ideas and societies that they encounter in and through the prescribed texts and texts of their own choosing related to the Area of Study
- the assumptions underlying the representations of change
- the ways in which they perceive the world through texts and speculate about it
- the ways they consider and express their own processes of change.

They consider texts contained in the prescribed stimulus booklet *Changing* (Board of Studies, 1999), which offers various points of view from which the Area of Study can be introduced. They also consider at least **one** of the texts prescribed for study and additional texts of their own choosing.

Students explore the notion of change through **one** of the three following focuses.

### Focus: Changing Worlds

Through this focus, students explore the ways in which texts depict new worlds. They examine the underlying assumptions of these other worlds, considering them in relation to the world they know. They reflect on the ways in which understanding of the world is transformed and they express this understanding in a range of compositions.

This focus on change is explored through at least **one** of the following:

### **Prose Fiction**

- Card, Orson Scott, *Ender's Game*, Orbit, 1998

### **Drama**

- Davis, Jack, *The Dreamers*, Currency, 1982

### **Poetry**

- Watson, Ken (ed), *Imagined Corners*, St Clair Press, 1999  
Bei Dao, 'Requiem'; Sujata Bhatt, 'The One Who Goes Away'; Charles Causley, 'Ballad of the Bread Man'; Carol Ann Duffy, 'Originally'; Miroslav Holub, 'Brief Thoughts on a Test-Tube'; Vittorio Sereni, 'A Dream'

### **Film**

- Lucas, George, *Star Wars — A New Hope* (Episode 4), Fox, 1977

### **Nonfiction**

- Bragg, Melvyn, *On Giants' Shoulders*, Hodder & Stoughton, 1998

## **OR**

### **Focus: Changing Perspective**

Through this focus, students explore the ways in which perspective influences our perceptions. The focus invites our reconsideration of events, people and ideas from different points of view. In their responding and composing, students examine the assumptions underlying meanings and the range of different meanings made possible with changes in perspective.

This focus on change is explored through at least **one** of the following:

### **Prose Fiction**

- Marchetta, Melina, *Looking for Alibrandi*, Penguin, 1992

### **Drama**

- Nowra, Louis, *Così*, Currency, 1992

### **Poetry**

- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 1975  
'Feliks Skrzynecki', '10 Mary Street', 'Migrant hostel', 'Post card', 'Kornelia Woloszczuk', 'Crossing the Red Sea', 'Chronic ward'

### **Film**

- Perkins, Rachel, *Radiance*, Polygram, 1999

### **Nonfiction**

- Bird, Carmel (ed), *The Stolen Children – Their Stories*, Random House, 1998

### **OR**

### **Focus: Changing Self**

Through this focus, students explore the ways change within an individual is communicated in and through texts. In responding and composing, they consider the events and contexts of change and use of language and form in the description of change. Students explore notions of development or progress.

This focus on change is explored through at least **one** of the following:

### **Nonfiction**

- Morgan, Sally, *My Place*, Fremantle Arts Centre Press, 1987

### **Film**

- Branagh, Kenneth, *Much Ado About Nothing*, Buena Vista, 1993

### **Drama**

- Gow, Michael, *Away*, Currency, 1988

or

- Guare, John, *Six Degrees of Separation*, Dramatists Play Service (NY), 1992

### **Poetry**

- Harwood, Gwen, *Selected Poems*, Angus & Robertson, 1995  
'The Glass Jar', 'In the Park', 'Prize-Giving', 'Father and Child' (Parts I and II), 'At Mornington', 'Mother Who Gave Me Life'

*Specific editions of the set texts are listed. Schools, however, may use any suitable edition of the text selected. Where a text is quoted in an examination 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, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, pp 33–38.)**

### 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.

(Reread *English Stage 6 Syllabus*, p 33.)

#### Elective 1: Telling Stories

In their responding and composing, students explore the various ways that narrative is used to engage audience interest in a range of modes, media and situations. They examine one prescribed text, in addition to other examples of narrative in their lives, to explore the uses and conventions of narrative and the ways elements of narration promote involvement. They also consider how narrative shapes perceptions of others and the world.

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

#### Prose Fiction

- Lawson, Henry, *The Penguin Henry Lawson Short Stories*, Penguin, 1986  
'The Drover's Wife', 'In a Dry Season', 'The Loaded Dog', 'Joe Wilson's Courtship'

#### Media

- Fitzwater, William, *Through Australian Eyes*, SBS Educational Videos, Marcom Projects, 1983  
'China' and 'Hungary'

#### Nonfiction

- Pryor, Boori (Monty), with Meme McDonald, *Maybe Tomorrow*, Penguin, 1998
- Tattam, Amanda, *Tales from the Blackboard*, Pan Macmillan, 1998  
'Choose Your Own Adventure: Don't We All?', 'Rubicon', 'Slippery, the School Mascot', 'To Ms with Love?', 'Kultitja', 'Red Corner, White Corner', 'Walls and Bridges', 'Write for Life', 'The Lesson', 'Feral Line Five'

**OR**

### **Elective 2: Dialogue.**

In their responding and composing, students explore the nature of speech and how it is represented in a range of texts. Students will examine one prescribed text, in addition to other examples of spoken language in their lives, to explore the uses and conventions of dialogue and its interpersonal nature, who controls the conversation and whether certain voices are silenced. In their exploration of spoken language, students develop an understanding of the differences between spoken and written language.

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

#### **Drama**

- Harrison, Jane, *Stolen*, Currency, 1998
- Williamson, David, *The Club*, Currency, 1978

#### **Poetry**

- Komninos, *Komninos by the Kupful*, University of Queensland Press, 1994  
'hillston welcome', 'eat', 'drunken derelict', 'diary of a residency', 'thomastown talk'

**OR**

### **Elective 3: Image**

In their responding and composing, students explore the nature of images and the ways they are used in everyday situations. Students will explore and examine the ways various kinds of images shape meaning. They will explore and analyse:

- how aspects of the world are represented through images
- the relationships and attitudes established in the communication of images
- the textual features of the medium and mode of communication.

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

#### **Poetry**

- Gilbert, Kevin (ed), *Inside Black Australia*, Penguin, 1988  
Oodgeroo Noonuccal, 'The Past'; Errol West, 'There is no one to teach me the songs that bring the Moon Bird'; Kevin Gilbert, 'Tree', 'Kiacatoo'; Eva Johnson, 'Weevilly Porridge'; Jennie Hargraves Nampijinpa, 'Yuntalpa – Ku' ('Child, leave the tape recorder').

### **Film**

- Luhrmann, Baz, *Strictly Ballroom*, Ronin, 1991
- Weir, Peter, *The Truman Show*, CIC, 1999

### **Multimedia**

- Briggs, Raymond, *When the Wind Blows*, Penguin, 1982

## **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.

(Reread *English Stage 6 Syllabus*, p 33.)

Students choose **one** text from **one** of the listed types of text.

### **Drama**

Students choose **one** of the following plays and explore its literary aspects, its dramatic techniques and its potential for a range of productions.

- Thomson, Katherine, *Navigating*, Currency, 1998
- Misto, John, *The Shoe-Horn Sonata*, Currency, 1996
- Shakespeare, William, *Macbeth*, edited by Rex Gibson, Cambridge University Press (Cambridge School Shakespeare), 1993 or Shakespeare, William, *Macbeth*, edited by A. R. Braunmuller, Cambridge University Press (New Cambridge Shakespeare), 1997

### **Prose Fiction**

Students choose **one** of the following novels and explore its expression of ideas considering literary techniques.

- Cormier, Robert, *We All Fall Down*, Collins Tracks, 1991
- Yolen, Jane, *Briar Rose*, Tom Doherty, 1992

### **Nonfiction, Film, Media or Multimedia**

Students choose **one** of the following texts and explore its expression of ideas, considering its medium of production.

### **Film**

- Peter Weir, *Witness*, CIC, 1985

### **Nonfiction**

- Matthews, Gordon, *An Australian Son*, Random House, 1997

### **Multimedia**

- Australian War Memorial website: <http://www.awm.gov.au/>

The section of the site set for study is *1918 Australians in France*: 'Contents' and 'Feedback'.

In the year before the commencement of the HSC course, final details of the site section will be given. This information will be published in the July edition of the *Board Bulletin*.

### Poetry

Students choose the prescribed selection from the works of one of the following poets, explore the individuality of each poem and draw conclusions about the nature and concerns of the poet's work.

- Westbury, Debbie, *Mouth to Mouth*, Five Island Press, 1990  
'The Scribe's Daughter', 'the prince', 'shells', 'TV News', 'Somewhere Else', 'Mouth to mouth', 'Dapto Dressing Up'
- Owen, Wilfred, *War Poems and Others*, Random House, 1986  
'The Send-Off', 'Anthem for Doomed Youth', 'Dulce et Decorum Est', 'Miners', 'Spring Offensive', 'Futility'

## 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. (Reread *English Stage 6 Syllabus* p 34.)

### Elective 1: The Institution and Personal Experience

In this elective students explore texts relating to the effects of institutional policies on individuals. They respond to and compose a range of texts of enforcement, protest and compliance and consider what these texts reveal about attitudes and beliefs.

Students will choose **one** of the following texts as the basis for their further exploration of the effect of the institution on personal experience.

#### Prose Fiction

- Monk, Scott, *Raw*, Random House, 1998

#### Drama

- Strachan, Tony, *State of Shock*, Currency, 1986

#### Film

- Couturie, Bill, *Dear America*, Roadshow, 1987

Students are required to supplement this study with texts of their own choosing related to the elective. The support document, *Workplace and Community Texts* (see <http://www.boardofstudies.nsw.edu.au>), provides exemplars of types of texts and may further supplement their study of this elective.

**OR**

## **Elective 2: Exploration and Travel**

In this elective students will explore a variety of texts of exploration and travel. Students will respond to and compose a range of texts whose purpose is to document aspects of exploration and travel and consider how personal views and interests shape documented experience.

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

### **Prose Fiction**

- Adams, Douglas, *The Hitch Hiker's Guide to the Galaxy*, Pan, 1979

### **Media**

- Hiddins, Les, *The Bush Tucker Man: Stories of Survival*, ABC, 1996.  
'Gold Fever', 'The Passionate Prussian', 'The Great Misadventure',  
'Into the Vilest Country'

### **Nonfiction**

- Davidson, Robyn, *Tracks*, Picador (Macmillan), 1998

Students are to supplement this study with texts of their own choosing related to the elective. The support document, *Workplace and Community Texts* (see <http://www.boardofstudies.nsw.edu.au>), provides exemplars of types of texts and may further supplement their study of this elective.

**OR**

## **Elective 3: Consumerism**

In this elective students will explore texts that deal with aspects of consumerism in society. Students will respond to and compose a range of texts related to consumer activity. They will examine the features of texts that document aspects of consumerism and the particular ways these texts influence response.

Students will choose **one** of the following texts as the basis for their further exploration of texts that deal with aspects of consumerism.

### **Poetry**

- Dawe, Bruce, *Sometimes Gladness*, Collected Poems 1954–1982 Revised Edition  
Longman, reprinted 1985  
'Enter Without So Much as Knocking', 'Americanized', 'Abandonment of Autos',  
'Breakthrough', 'The Not-so-good Earth', 'Televistas'

### **Multimedia**

- Real Wild Child Consortium, *Real Wild Child*, Roadshow Interactive, 1998.

Students are to supplement this study with texts of their own choosing related to the elective. The support document, *Workplace and Community Texts* (see <http://www.boardofstudies.nsw.edu.au>), provides exemplars of types of texts and may further supplement their study of this elective.

*Specific editions of the set text are listed. Schools, however, may use any suitable edition of the text selected, if the specified edition is unavailable. 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, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, pp 51–56.)**

### **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. (Reread *English Stage 6 Syllabus*, p 51.)

#### **Elective 1: Transformations**

Transformations of texts have occurred for centuries as stories have been adapted to contemporary situations. The inspiration of the known reflects upon the new, while the new resonates with the known. This process provides the basis for study in this elective.

Students choose a pair of texts and consider the ways in which transformations generate reflections on the texts, contexts and the ways in which texts can be transformed.

##### **Prose Fiction and Film**

- Austen, Jane, *Emma*, Oxford University Press, 1980 or Penguin Books, 1985 and
- Amy Heckerling, *Clueless*, CIC, 1995

##### **Shakespeare and Drama**

- Shakespeare, William, *Hamlet*, edited by Phillip Edwards, Cambridge University Press (New Cambridge Shakespeare), 1985 and
- Stoppard, Tom, *Rosencrantz and Guildenstern Are Dead*, Faber & Faber, 1967

##### **Poetry and Film**

- Chaucer, *The Pardoner's Tale* (Middle English version. Modern English version unacceptable) and
- Raimi, Sam, *A Simple Plan*, Polygram, 1999

**OR**

#### **Elective 2: In the Wild**

A significant concern for humanity is its relationship with the natural world and its rhythms. The quality and importance of this relationship can vary across different times and cultures.

In this elective students select a pair of texts and consider the ways in which human understanding of and relationship with the natural world is shaped and reflected.

### Prose Fiction and Poetry

- Malouf, David, *An Imaginary Life*, Picador, 1980 and
- Wordsworth, William, *Selected Poems: William Wordsworth*, edited by John O. Hayden, Penguin, 1994  
'Strange fits of passion have I known', 'Lines Composed a Few Miles above Tintern Abbey, on Revisiting the Banks of the Wye during a Tour. July 13, 1798', 'It is a beauteous evening, calm and free', 'The Solitary Reaper', 'The Prelude BOOK FIRST Introduction, Childhood & School-time'

### Prose Fiction and Film

- Huxley, Aldous, *Brave New World*, Longman, 1991 and
- Scott, Ridley, *Blade Runner – Director's cut*, Warner, 1982

### Shakespeare and Nonfiction

- Shakespeare, William, *The Tempest*, edited by G. Wilkes, Sydney University Press, 1980 and
- Flannery, Tim, *The Explorers*, Text, 1998  
'Jan Carstensz – 1623', 'Willem de Vlamingh – 1696-7', 'Abel Tasman – 1642', 'James Cook – 1770', 'Arthur Bowes Smith – 1788', 'Watkin Tench – 1791', 'Gregory Blaxland – 1813', 'John Oxley – 1818', 'George Frankland – 1835', 'Warrup – 1839', 'Jackey Jackey – 1848', 'Georg Neumayer – 1862', 'Emily Caroline Creaghe – 1883', 'Louis de Rougemont – 1899', 'Robyn Davidson – 1977'.

## Module B: Critical Study of Texts

This module requires students to explore and evaluate a specific text and its reception in a range of contexts. It develops students' understanding of questions of textual integrity. (Reread *English Stage 6 Syllabus*, p 52.)

Students choose **one** text from **one** of the listed types of text.

### Prose Fiction

Students choose **one** of the following texts, explore its literary qualities and different readings of the text, and reflect on the values implied by these readings.

- Ondaatje, Michael, *In the Skin of a Lion*, Picador, 1988
- Brontë, Charlotte, *Jane Eyre*, Penguin, 1985
- Winton, Tim, *Cloudstreet*, Penguin, 1991

### Shakespeare

Students who choose the Shakespeare play explore its literary qualities and the ways in which different readings are possible and imply different values that may be realised through different productions.

- Shakespeare, William, *King Lear*, edited by Jay L. Halio, Cambridge University Press (New Cambridge Shakespeare), 1992

## Poetry

Students choose **one** of the following poets for study. They explore the distinctive qualities of each poem in the prescribed selection, the ways these poems reflect the poet's concerns and literary style and the values implied in different readings of the poetry.

- Plath, Sylvia, *Ariel*, Faber, 1968.  
'Lady Lazarus', 'Ariel', 'Nick and the Candlestick', 'You're', 'Daddy', 'The Applicant', 'Kindness'
- Donne, John in *The Metaphysical Poets*, Penguin, 1972  
'A Valediction: forbidding mourning', 'The Sunne Rising', 'The Relique', 'Good Friday, 1613. Riding Westward', 'Hymne to God my God, in my sicknesse', 'Batter my heart', 'This is my playes last scene'

## Drama or Film

Students choose one of the following texts and explore the ways in which it represents ideas. Students explore the distinctive qualities of the text and the ways in which values may be realised through production.

### Drama

- Marlowe, Christopher, *Dr Faustus*, Longman, 1984

### Film

- Welles, Orson, *Citizen Kane*, CEL, 1941

## Nonfiction, Media or Multimedia

### Speeches

Students who choose to study the speeches explore the ways ideas are articulated in the prescribed texts. They explore the distinctive qualities of each of the speeches and the ways different audiences shape meaning. Students reflect on the values implied in different responses and in rhetoric itself.

Board of Studies website: <http://www.boardofstudies.nsw.edu.au>

Socrates – 'No evil can happen', 399 BC; Cicero – 'Among us you can dwell no longer', 63 BC; Abraham Lincoln – 'Government of the people, by the people, for the people', 1863; Emma Goldman – 'The political criminal of today must needs be a saint of the new age', 1917; Martin Luther King – 'I have a dream', 1963; Denise Levertov – 'Statement for a Television Program', 1972; Margaret Atwood – 'Spotty-Handed Villainesses', 1994; Vaclav Havel – 'A Contaminated Moral Environment', 1990; Paul Keating – 'Funeral Service of the Unknown Australian Soldier', 1993; Noel Pearson – 'An Australian history for us all', 1996; Aung San Suu Kyi – 'Keynote Address at the Beijing World Conference on Women' 1995; Mary McAleese, 'The Defence of Freedom', 1998.

### **Multimedia**

In their responding and composing, students explore the ways ideas are represented in one of the following multimedia texts. Students reflect on the significance and effect of its changing form and substance. They identify and question the effects of devices that define the borders and the paths through texts and consider how these shape meaning. Students choose **one** of the following texts.

- ATSIIC website: <http://www.atsic.gov.au>  
The sections of the site set for study are:  
*About ATSIIC*  
*Classroom*  
*Law and Justice*  
*Issues*  
*ATSIIC Service Charter.*  
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 the July edition of the *Board Bulletin*.
- Larsen, Deena, *Samplers: Nine Vicious Little Hypertexts* (for Macintosh or Windows) Eastgate Systems Inc. <http://www.eastgate.com>, 1998

### **Nonfiction**

In their responding and composing, students explore the ways ideas are expressed in the prescribed text and in its historical and cultural contexts. Students consider different readings of the text and the values implied by those readings.

- Chang, Jung, *Wild Swans, Flamingo*, 1992

## **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.

(Reread *English Stage 6 Syllabus*, p 52.)

### **Elective 1: Telling the Truth**

In their responding and composing, students consider representations of the truth. They explore the processes by which statements come to be accepted as true, question who has the authority to make those statements and examine the ways in which those statements are explored, tested and endorsed or refuted.

Students choose **one** of the following texts as the basis of their further exploration of the representations of the truth.

### **Poetry**

- Hughes, Ted, *Birthday Letters*, Faber & Faber, 1999  
'Fulbright Scholars', 'The Shot', 'The Minotaur', 'Sam', 'Your Paris', 'Red'

### **Nonfiction**

- Robertson, Geoffrey, *The Justice Game*, Vintage, 1999  
'The Trials of Oz', 'Michael X on Death Row', 'The Romans in Britain', 'The Prisoner of Venda', 'Show Trials', 'Diana in the Dock: Does Privacy Matter?', 'Afterword: The Justice Game'

### **Media**

- Sitch, Rob et al, *Frontline*, ABC, 1994  
'The Siege', 'We Ain't got Dames', 'Playing the Ego Card', 'Add Sex and Stir', 'Smaller Fish to Fry', 'This Night of Nights'

### **OR**

## **Elective 2: Powerplay**

In their responding and composing, students consider representations of and the interplay of types of power. They analyse portrayals of the powerful, consider how the depiction of particular relationships provides insight into the nature of politics and consider the extent to which power resides with the people.

Students choose **one** of the following texts as the basis of their further exploration of the representations of power.

### **Prose Fiction**

- Orwell, George, *Nineteen Eighty-Four*, Penguin, 1987

### **Shakespeare**

- Shakespeare, William, *Julius Caesar*, edited by Martin Spevak, Cambridge University Press (New Cambridge Shakespeare), 1988

### **Drama**

- Sophocles, 'Antigone' in *The Theban Plays*, Penguin, 1974

### **Nonfiction**

- Vizard, Steve, *Two Weeks in Lilliput*, Penguin, 1998

### **Media**

- Hughes, John, *After Mabo*, Australian Film Institute, 1997

### **OR**

## **Elective 3: History and Memory**

In their responding and composing, students explore the relationships between individual memory and documented events and consider the role of personal experience and empathy in the growth of cultural knowledge.

Students choose **one** of the following texts as the basis of their further exploration of the representations of history.

**Film**

- Benigni, Roberto, *Life is Beautiful*, Roadshow, 1999

**Non fiction**

- Baker, Mark Raphael, *The Fiftieth Gate*, Flamingo, 1997

*Specific editions of the set text are listed. Schools, however, may use any suitable edition of the text selected, if the specified edition is unavailable. Where a text is quoted in an examination question it will be from the listed edition.*

## Area of Study, Electives and Texts for the English (ESL) Course

**These electives must be considered in the context of the descriptions of the Language Study within an Area of Study and the modules, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, pp 72–78.)**

### Language Study within an Area of Study

The Language Study within the 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 ways 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.

(Reread *English Stage 6 Syllabus*, pp 72–73.)

### Area of Study: Perspective

This area of study explores the ways different perspectives shape understanding of the world. Perspectives are influenced by individuality, personal history and culture. Viewing events from different perspectives can uncover some of these influences and the ways their effects can remain unrecognised or misunderstood. Close language study and experimenting with different language choices assist us to understand the ways language shapes and expresses perceptions.

Students choose **two** types of texts from the following list. They also consider texts contained in the prescribed stimulus booklet *Changing*, (Board of Studies, 1999), which offers various points of view from which the Area of Study can be introduced.

#### Prose Fiction

- Achebe, Chinua, *Things Fall Apart*, Heinemann Educational, 1958
- Caswell, Brian & Chiem, David Phu An, *Only the Heart*, University of Queensland Press, 1997
- Moloney, James, *Gracey*, University of Queensland Press, 1994

#### Drama

- Clark, Brian, *Whose Life is it Anyway?*, Amber Lane Press, 1978
- Russell, Willy, *Educating Rita*, Longman, 1991

### Poetry

- Holub, Miroslav, in Watson, Ken (ed), *Imagined Corners*, St Clair Press, 1999.  
'Brief Reflection on Accuracy', 'Brief Thoughts on Exactness', 'Brief Reflection on Laughter', 'Brief Thoughts on Laughter', 'Brief Thoughts on a Test-Tube', 'Brief Reflection on Test-Tubes', 'Minotaur's Thoughts on Poetry', 'The Minotaur's Thoughts on Poetry'
- Skrzynecki, Peter, *Immigrant Chronicle*, University of Queensland Press, 1975  
'Feliks Skrzynecki', '10 Mary Street', 'Migrant hostel', 'Post card', 'Kornelia Woloszczuk', 'Crossing the Red Sea', 'Chronic ward'

### Media

- Fitzwater, William, *Through Australian Eyes*, SBS Educational Videos, Marcom Projects, 1983  
Students choose any three of the series.

### Nonfiction

- Bird, Carmel (ed), *The Stolen Children – Their Stories*, Random House, 1998

## 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.

(Reread *English Stage 6 Syllabus*, p 74.)

### Elective 1: Telling Stories

In their responding and composing, students explore the various ways narrative is used to engage audience interest in a range of modes, media and situations. They examine one prescribed text in addition to other examples of narrative in their lives to explore the uses and conventions of narrative and the ways in which elements of narration promote involvement. They also consider how narrative shapes our perceptions of others and the world.

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

#### Prose Fiction

- Orwell, George, *Animal Farm*, Penguin, 1987
- Baillie, Allan, *The China Coin*, Viking, 1991

#### Poetry

- Richardson, Paul et al, *Snapshots of Planet Earth*, Oxford University Press, 1998  
Ballads and Stories  
Anon, 'The Streets of Laredo'; Gerda Mayer, 'Ballad'; Robert Hayden, 'Unidentified Flying Object'; Henry Lawson, 'Faces in the Street'; Charles Causley, 'What has Happened to Lulu?'; Emily Brontë, 'Song'.

#### Film

- Tornatore, Giuseppe, *Cinema Paradiso*, Premiere (Roadshow), 1988

### OR

### Elective 2: Dialogue

In their responding and composing, students explore the nature of speech and how it is represented in a range of texts. Students will examine one prescribed text, in addition to other examples of spoken language in their lives, to explore the uses and conventions of dialogue and its interpersonal nature, who controls the conversation and whether certain voices are silenced. In their exploration of spoken language, students develop an understanding of the differences between spoken and written language.

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

**Drama**

- Buzo, Alex, 'Norm and Ahmed', in *Plays of the 60s: Volume 2*, Currency, 1999

**Film**

- Luhrmann, Baz, *Strictly Ballroom*, Ronin, 1991

**Poetry**

- Komninos, *Komninos by the Kupful*, University of Queensland, 1994  
'hillston welcome', 'eat', 'drunken derelict', 'diary of a residency', 'thomastown talk'

**Prose Fiction**

- McCarthy, Maureen, *In Between Series* [Angie, Saret, Alex, Fatima], Penguin, 1991

## **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. (Reread *English Stage 6 Syllabus* p 74.)

### **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 to supplement this study with texts of their own choosing related to the elective. The support document, *Workplace and Community Texts* (see <http://www.boardofstudies.nsw.edu.au>), provides exemplars of types of texts and may further supplement students' study of this elective.

**OR**

### **Elective 2: English for Study**

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 nature of learning institutions and their requirements.

Students are to supplement this study with texts of their own choosing related to the elective. The support document, *Studying in English* (see <http://www.boardofstudies.nsw.edu.au>), provides exemplars of types of texts and may further supplement students' study of this elective.

*Specific editions of the set text are listed. Schools, however, may use any suitable edition of the text selected, if the specified edition is unavailable. Where a text is quoted in an examination question it will be from the listed edition.*

# Electives and Texts for English Extension Course 1

**Electives in the English Extension Course 1 must be considered in the context of the module descriptions, course objectives, content and outcomes. (Reread *English Stage 6 Syllabus*, pp 89–91.)**

## 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.

(Reread *English Stage 6 Syllabus*, p 89.)

### Elective 1: Revenge Tragedy

Revenge tragedy usually concerns an individual faced with the duty of revenge in a society where the law is unreliable and within the control of the powerful and protected.

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

#### Drama

- Euripides, ‘Medea’ in *Medea and Other Plays*, Penguin, 1963
- Tourneur, Cyril, ‘The Revenger’s Tragedy’ in *Three Jacobean Tragedies*, edited by Salgado Gamini, Penguin Classics, 1965
- Corneille, Pierre, *The Cid*, Penguin, 1975

#### Film

- Zinneman, Fred, *High Noon*, United Artists, 1952

### Elective 2: Crime Fiction

The genre of crime fiction has mystery as its key element. The mystery and its solution by rationality and the careful accretion of evidence may be the primary focus of the text. This invites the responder’s active involvement in the deduction of the solution to the crime. The mystery may also be the vehicle for other focuses.

In this elective students are required to study at least **three** prescribed texts as well as other texts of their own choosing. In their responding and composing they explore the variety of the crime fiction genre in a range of contexts, modes and media.

### **Film**

- Hawks, Howard, *The Big Sleep*, Warner, 1946

### **Prose fiction**

- Guterson, David, *Snow Falling On Cedars*, Bloomsbury, 1995
- James, P. D., *The Skull Beneath the Skin*, Penguin, 1989

### **Drama**

- Stoppard, Tom, *The Real Inspector Hound*, Faber & Faber, 1970

## **Elective 3: The Essay**

An essay is a relatively short composition that expresses an opinion. The idea of an essay derives from ‘to try’, ‘to test’ or ‘to attempt’, terms which imply exploration and experimentation. Essays range widely over a variety of topics and can vary in tone from the highly personal, discursive and often humorous to a formal argument presenting a strong and persuasive thesis on a single topic.

In this elective students are required to study at least **three** prescribed texts as well as other texts of their own choosing. In their responding and composing they explore the variety of the essay form in a range of contexts, modes and media.

### **Nonfiction**

- Montaigne, Michel de, *The Essays: A Selection*, Penguin, 1993  
‘We reach the same end by discrepant means’, ‘On the Cannibals’, ‘On the lame’, ‘On experience’.
- Woolf, Virginia, *A Room of One’s Own*, Penguin, 1945
- Orwell, George, *The Penguin Essays of George Orwell*, Penguin, 1984  
‘Why I Write’, ‘Notes on Nationalism’, ‘Good Bad Books’, ‘The Sporting Spirit’, ‘Politics and the English Language’, ‘Writers and Leviathan’

### **Media (TV)**

- Churcher, Betty, *Betty Churcher’s Take 5*, ABC, 1998

## **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.

(Reread *English Stage 6 Syllabus*, p 89.)

## **Elective 1: The Individual and Society**

The concept of the individual appears to suggest difference, autonomy and independence from social institutions. In their responding and composing, students explore the position of individuals within social institutions, the conflict between the individual's sense of self and social convention, and the individual as an agent for self-determination.

In this elective students are required to study at least **three** prescribed texts as well as other texts of their own choosing relating to this paradigm.

### **Media**

- Langton, Simon, *Pride and Prejudice*, ABC, 1995.

### **Prose Fiction**

- James, Henry, *The Portrait of a Lady*, Penguin, 1984
- Gaskell, Elizabeth, *North and South*, Penguin, 1996

### **Drama**

- Ibsen, Henrik, *A Doll's House*, Cambridge University Press, 1995

### **Poetry**

- Browning, Robert, *Browning: Selected Poems*, Penguin, 1954  
'Meeting at Night', 'Parting at Morning', 'My Last Duchess', 'The Laboratory', 'Porphyria's Lover', 'The Bishop Orders his Tomb at Saint Praxed's Church', 'Andrea del Sarto'

## **Elective 2: Postmodernism**

Postmodernism has arisen within the context of questioning certainties about time and space. It involves the playful challenge of fundamental principles and assumptions about the nature of texts. By highlighting the conventions and clichés of the forms and functions of texts, accepted notions of originality, authorship and the nature of representation are challenged.

In this elective students are required to study at least **three** prescribed texts as well as other texts of their own choosing. In their responding and composing they explore different aspects and notions of representation and question accepted formal distinctions of texts.

### **Prose Fiction**

- Byatt, A. S., *Possession*, Vintage, 1991
- Fowles, John, *The French Lieutenant's Woman*, Vintage, 1996

### **Drama**

- Williamson, David, *Dead White Males*, Currency, 1995

### **Film**

- Potter, Sally, *Orlando*, 21st Century, 1993

### **Elective 3: Retreat from the Global**

In the late twentieth century the notion of universal truths may seem to be given practical application through the erosion of traditional boundaries and the globalisation of communications. As time and distance are collapsed into the immediate and local, knowledge can be seen as at once global and local, and simultaneously freed from and limited by the laws of time.

In this elective students are required to study at least **two** of the prescribed print texts and one other prescribed text as well as other texts of their own choosing. In their responding and composing they explore 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**

- Proulx, E. Annie, *The Shipping News*, Fourth Estate, 1994
- Hulme, Keri, *The Bone People*, Picador, 1986

### **Prose fiction (short stories)**

- MacLeod, Alistair, *The Lost Salt Gift of Blood*, Flamingo, 1993

### **Poetry**

- Heaney, Seamus, *Selected Poems*, Faber & Faber, 1990  
‘Digging’, ‘Personal Helicon’, ‘Blackberry-Picking’, ‘Requiem for the Croppies’, ‘The Tollund Man’, ‘Funeral Rites’, ‘Punishment’.

### **Film**

- Sitch, Rob, *The Castle*, Roadshow, 1997

## **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 of their understanding of values and the processes of valuing. (Reread *English Stage 6 Syllabus* p 90.)

### **Elective 1: Acts of Reading and Writing**

In their responding and composing, students explore the ways in which different assumptions about reading and writing affect the language of texts.

In this elective students are required to study *A History of Reading* and at least one other prescribed text as well as texts of their own choosing. They consider how language shapes the relationships between readers, writers and texts.

### **Nonfiction**

- Manguel, Alberto, *A History of Reading*, Flamingo, 1997

### **Prose Fiction**

- Calvino, Italo, *If on a winter's night a traveller*, Minerva, 1992
- Weldon, Fay, *Letters to Alice*, Sceptre, 1993

### **Multimedia**

- Jackson, Shelley, *Patchwork Girl*, (for Macintosh and Windows), Eastgate Systems Inc., <http://www.eastgate.com>, 1996

## **Elective 2: The Language of Sport**

In their responding and composing, students explore the linguistic features of texts about sport.

In this elective students are required to study *The Picador Book of Sports Writing* and two other prescribed texts as well as texts of their own choosing which must include at least one ghost written biography of a sportsperson. They consider the assumptions about the nature of sporting prowess, any distinctions based on biological or sociocultural characteristics and the significance of sport and sporting achievement within society.

### **Prose Fiction**

- Coleman, Nick and Hornby, Nick (eds), *The Picador Book of Sports Writing*, Picador, 1996

### **Media**

- Clarke, John and Stevenson, Ross, *The Games*, ABC. 1998

### **Film**

- Gast, Leon, *When We Were Kings*, Polygram, 1995

### **Nonfiction**

- Feinstein, John, *A Good Walk Spoiled: Days and Nights on the PGA Tour*, Little, Brown & Co, 1996

### **Elective 3: Gendered Language**

In their responding and composing, students explore the relationships between gender and the conventions, proprieties and practices of expression.

Students are required to study *Women and Men in Conversation* and **two** other prescribed texts as well as texts of their own choosing. They consider the nature of the influence of social roles and expectations and examine the relationships between power, gender and language.

#### **Nonfiction**

- Tannen, Deborah, *You Just Don't Understand: Women and Men in Conversation*, Virago, 1990

#### **Poetry**

- Tranter, John, *The Floor of Heaven*, Angus & Robertson, 1992

#### **Drama**

- Shakespeare, William, *Twelfth Night*, edited by Elizabeth Story Donno, Cambridge University Press (New Cambridge Shakespeare), 1985

#### **Film**

- Kapur, Shekhar, *Elizabeth*, Roadshow, 1999

*Specific editions of the set text are listed. Schools, however, may use any suitable edition of the text selected, if the specified edition is unavailable. Where a text is quoted in an examination question it will be from the listed edition.*

## Alphabetical List of Prescribed Texts

### for HSC 2001, 2002 and 2003

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Achebe, Chinua	Things Fall Apart	Heinemann	ESL: Area of Study: Perspectives	Prose fiction
Adams, Douglas	The Hitch Hiker's Guide to the Galaxy	Pan Books	Standard: Module C: Texts and Society, Elective 2: Exploration and Travel	Prose fiction
ATSIC	<a href="http://www.atsic.gov.au">http://www.atsic.gov.au</a>		Advanced: Module B: Critical Study of Texts	Website
Austen, Jane	Emma	OUP/ Penguin	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Prose fiction
Australian War Memorial	<a href="http://www.awm.gov.au">http://www.awm.gov.au</a>		Standard: Module B: Close Study of Text: Non Fiction, Film, Media or Multimedia	Website
Baillie, Allan	The China Coin	Viking	ESL: Module A: Experience Through Language, Elective 1: Telling Stories	Prose fiction
Baker, Mark Raphael	The Fiftieth Gate	Flamingo	Advanced: Module C: Representation and Text, Elective 3: History and Memory	Nonfiction
Benigni, Roberto	Life is Beautiful	Roadshow	Advanced: Module C: Representation and Text, Elective 3: History and Memory	Film
Bird, Carmel, (ed)	The Stolen Children – Their Stories	Random House	Area of Study: Focus: Changing Perspective, and ESL: Area of Study: Perspectives	Nonfiction
Board of Studies Website	Speeches , <a href="http://www.boardofstudies.nsw.edu.au">http://www.boardofstudies.nsw.edu.au</a>	BOS	Advanced: Module B: Critical Study of Texts	Speeches
Bragg, Melvin	On Giants' Shoulders	Hodder & Stoughton	Area of Study: Focus: Changing Worlds	Nonfiction
Branagh, Kenneth	Much Ado About Nothing	Buena Vista	Area of Study Focus: Changing Self	Film
Briggs, Raymond	When the Wind Blows	Penguin	Standard: Module A: Experience Through Language, Elective 3: Image	Multimedia

English Stage 6 Prescriptions

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Brontë, Charlotte	Jane Eyre	Penguin	Advanced: Module B: Critical Study of Texts	Prose fiction
Browning, Robert	Browning Selected Poems	Penguin	Extension: Module B: Texts and Ways of Thinking, Elective 1: The Individual and Society	Poetry
Buzo, Alexander	Norm and Ahmed	Currency	ESL: Module A: Experience Through Language Elective 2: Dialogue	Drama
Byatt, A S	Possession	Vintage	Extension: Module B: Texts and Ways of Thinking, Elective 2: Postmodernism	Prose fiction
Calvino, Italo	If on a winter's night a traveller	Minerva	Extension: Module C: Language and Values, Elective 1: Acts of Reading and Writing	Prose fiction
Card, Orson Scott	Ender's Game	Orbit	Area of Study Focus: Changing Worlds	Prose fiction
Caswell, Brian & Chiem, David Phu An	Only the Heart	University of Queensland Press	ESL: Area of Study: Perspectives	Prose fiction
Chang, Jung	Wild Swans	Flamingo	Advanced: Module B: Critical Study of Texts	Nonfiction
Chaucer, Geoffrey	The Pardoner's Tale	Middle English Version	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Poetry
Churcher, Betty	Betty Churcher's Take 5	ABC	Extension: Module A: Genre, Elective 3: The Essay	Media
Clark, Brian	Whose Life is it Anyway?	Amber Lane	ESL: Area of Study: Perspectives	Drama
Clarke, John and Stevenson, Ross	The Games	ABC Video	Extension: Module C: Language and Values, Elective 2: The Language of Sport	Media
Coleman, Nick & Hornby, Nick	The Picador Book of Sports Writing	Picador	Extension: Module C: Language and Values, Elective 2: The Language of Sport	Prose
Cormier, Robert	We All Fall Down	Collins Tracks	Standard: Module B: Close Study of Text: Prose fiction	Prose fiction
Corneille, Pierre	The Cid	Penguin	Extension: Module A: Genre, Elective 1: Revenge Tragedy	Drama

English Stage 6 Prescriptions

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Couturie, Bill	Dear America	Roadshow	Standard: Module C: Texts and Society, Elective 1: The Institution and Personal Experience	Film
Davidson, Robyn	Tracks	Random House	Standard: Module C: Texts and Society, Elective 2: Exploration and Travel	Nonfiction
Davis, Jack	The Dreamers	Currency Press	Area of Study Focus: Changing Worlds	Drama
Dawe, Bruce	Sometimes Gladness	Longman	Standard: Module C: Texts and Society, Elective 3: Consumerism	Poetry
Donne, John	The Metaphysical Poets	Penguin	Advanced: Module B: Critical Study of Texts	Poetry
Euripides	Medea & Other Plays	Penguin	Extension: Module A: Genre, Elective 1: Revenge tragedy	Drama
Feinstein, John	A Good Walk Spoiled	Little, Brown & Co	Extension: Module C: Language and Values, Elective 2: The Language of Sport	Nonfiction
Fitzwater, William	Through Australian Eyes	SBS Educational Video	Standard: Module A: Experience Through Language, Elective 1: Telling Stories and ESL: Area of Study: Perspectives	Media
Flannery, Tim	The Explorers	Text Publishing	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Nonfiction
Fowles, John	The French Lieutenant's Woman	Vintage	Extension: Module B: Texts and Ways of Thinking, Elective 2: Postmodernism	Prose fiction
Gaskell, Elizabeth	North and South	Penguin	Extension: Module B: Texts and Ways of Thinking, Elective 1: The Individual and Society	Prose fiction
Gast, Leon	When We Were Kings	Polygram	Extension: Module C: Language and Values, Elective 2: The Language of Sport	Film
Gilbert, Kevin	Inside Black Australia: An Anthology of Aboriginal Poetry	Penguin	Standard: Module A: Experience Through Language, Elective 3: Image	Poetry
Gow, Michael	Away	Currency Press	Area of Study Focus: Changing Self	Drama
Guare, John	Six Degrees of Separation	Dramatists Play Service (NY)	Area of Study Focus: Changing Self	Drama

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Guterson, David	Snow Falling on Cedars	Bloomsbury	Extension: Module A: Genre, Elective 2: Genre	Prose fiction
Harrison, Jane	Stolen	Currency	Standard: Module A: Experience Through Language, Elective 2: Dialogue	Drama
Harwood, Gwen	Selected Poems	Angus & Robertson	Area of Study Focus: Changing Self	Poetry
Hawks, Howard	The Big Sleep	Warner	Extension: Module A: Genre, Elective 2: Crime Fiction	Film
Heaney, Seamus	Selected Poems	Faber & Faber	Extension: Module B: Texts and Ways of Thinking, Elective 3: Retreat from the Global	Poetry
Heckerling, Amy	Clueless	CIC	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Film
Hiddins, Les	The Bush Tucker Man: Stories of Survival	ABC Video	Standard: Module C: Texts and Society, Elective 2: Exploration and Travel	Media
Hughes, John	After Mabo	AFI	Advanced: Module C: Representation and Text, Elective 2: Powerplay	Media
Hughes, Ted	Birthday Letters	Faber & Faber	Advanced: Module C: Representation and Text, Elective 1: Telling the Truth	Poetry
Hulme, Keri	The Bone People	Picador	Extension: Module B: Texts and Ways of Thinking, Elective 3: Retreat from the Global	Prose fiction
Huxley, Aldous	Brave New World	Longman	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Prose fiction
Ibsen, Henrik	A Doll's House	Cambridge University Press	Extension: Module B: Texts and Ways of Thinking, Elective 1: The Individual and Society	Drama
Jackson, Shelley	Patchwork Girl	Eastgate Systems Inc.	Extension: Module C: Language and Values, Elective 1: Acts of Reading and Writing	Multimedia
James, Henry	The Portrait of a Lady	Penguin	Extension: Module B: Texts and Ways of Thinking, Elective 1: The Individual and Society	Prose fiction

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
James, P D	The Skull Beneath the Skin	Penguin	Extension: Module A: Genre, Elective 2: Crime Fiction	Prose fiction
Kapur, Shekhar	Elizabeth	Polygram	Extension: Module C: Language and Values, Elective 3: Gendered Language	Film
Komninos	Komninos By the Kupful	University of Queensland Press	Standard: Module A: Experience Through Language, Elective 2: Dialogue and ESL: Module A: Experience Through Language Elective 2: Dialogue	Poetry
Langton, Simon	Pride & Prejudice	BBC	Extension: Module B: Texts and Ways of Thinking, Elective 1: The Individual and Society	Media
Larsen, Deena	Samplers: Nine Vicious Little Hypertexts	Eastgate Systems Inc	Advanced: Module B: Critical Study of Texts	Multimedia
Lawson, Henry	The Penguin Henry Lawson Short Stories	Penguin	Standard: Module A: Experience Through Language, Elective 1: Telling Stories	Prose fiction
Lucas, George	Star Wars – A New Hope (Episode 4)	Fox	Area of Study Focus: Changing Worlds	Film
Luhrmann, Baz	Strictly Ballroom	Ronin	Standard: Module A: Experience Through Language, Elective 3: Image and ESL: Module A: Experience Through Language, Elective 2: Dialogue	Film
Macleod, Alistair	The Lost Salt Gift of Blood	Flamingo	Extension: Module B: Texts and Ways of Thinking, Elective 3: Retreat from the Global	Prose fiction
Malouf, David	An Imaginary Life	Picador	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Prose fiction
Manguel, Alberto	A History of Reading	Flamingo	Extension: Module C: Language and Values, Elective 1: Acts of Reading and Writing	Nonfiction
Marchetta, Melina	Looking for Alibrandi	Penguin	Area of Study Focus: Changing Perspective	Prose fiction
Marlowe, Christopher	Dr. Faustus	Longman	Advanced: Module B: Critical Study of Texts	Drama
Matthews, Gordon	An Australian Son	William Heinemann	Standard: Module B: Close Study of Text: Nonfiction, Film, Media or Multimedia	Nonfiction

English Stage 6 Prescriptions

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
McCarthy, Maureen	In Between Series	Penguin	ESL: Module A: Experience through Language Elective 2: Dialogue	Prose fiction
Misto, John	The Shoe-Horn Sonata	Currency	Standard: Module B: Close Study of Text: Drama	Drama
Moloney, James	Gracey	University of Queensland Press	ESL: Area of Study: Perspectives	Prose fiction
Monk, Scott	Raw	Random House	Standard: Module C: Texts and Society, Elective 1: The Institution and Personal Experience	Prose fiction
Montaigne, Michel de	Selected Essays	Penguin	Extension: Module A: Genre, Elective 3: The Essay	Nonfiction
Morgan, Sally	My Place	Fremantle Arts Centre Press	Area of Study Focus: Changing Self	Nonfiction
Nowra, Louis	Così	Currency	Area of Study Focus: Changing Perspective	Drama
Ondaatje, Michael	In the Skin of a Lion	Picador	Advanced: Module B: Critical Study of Texts	Prose fiction
Orwell, George	Animal Farm	Penguin	ESL: Module A: Experience through Language Elective 1: Telling Stories	Prose fiction
Orwell, George	The Penguin Essays of George Orwell	Penguin	Extension: Module A: Genre, Elective 3: The Essay	Nonfiction
Orwell, George	Nineteen Eighty-Four	Penguin	Advanced: Module C: Representation and Text, Elective 2: Powerplay	Prose fiction
Owen, Wilfred	War Poems and Others	Random House	Standard: Module B: Close Study of Text: Poetry	Poetry
Perkins, Rachel	Radiance	Polygram	Area of Study Focus: Changing Perspective	Film
Plath, Sylvia	Ariel	Faber & Faber	Advanced: Module B: Critical Study of Texts	Poetry
Potter, Sally	Orlando	21st Century	Extension: Module B: Texts and Ways of Thinking, Elective 2: Postmodernism	Film
Proulx, E Annie	The Shipping News	Fourth Estate	Extension: Module B: Texts and Ways of Thinking, Elective 3: Retreat from the Global	Prose fiction

English Stage 6 Prescriptions

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Pryor, Boori (Monty)	Maybe Tomorrow	Penguin	Standard: Module A: Experience Through Language, Elective 1: Telling Stories	Nonfiction
Raimi, S	A Simple Plan	Polygram	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Film
Real Wild Child Consortium	Real Wild Child	Roadshow Interactive	Standard: Module C: Texts and Society, Consumerism Elective 3:	Multimedia
Richardson, Paul et al. (eds)	Snapshots of Planet Earth	Oxford University Press	ESL: Module A: Experience through Language Elective 1: Telling Stories	Poetry
Robertson, Geoffrey	The Justice Game	Vintage	Advanced: Module C: Representation and Text, Elective 1: Telling the Truth	Nonfiction
Russell, Willy	Educating Rita	Longman	ESL: Area of Study: Perspectives	Drama
Scott, Ridley	Blade Runner - Director's Cut	Warner	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Film
Shakespeare, William	Hamlet, edited by Phillip Edwards	Cambridge University Press	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Shakespearean Drama
Shakespeare, William	Julius Caesar, edited by Martin Spevak	Cambridge Press University	Advanced: Module C: Representation and Text, Elective 2: Powerplay	Shakespearean Drama
Shakespeare, William	The Tempest, edited by G. Wilkes	Sydney University Press	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Shakespearean Drama
Shakespeare, William	Twelfth Night, edited by Elizabeth Story Donno	Cambridge University Press	Extension: Module C: Language and Values, Elective 3: Gendered Language	Drama
Shakespeare, William	Macbeth, edited by Rex Gibson or edited by A. R. Braunmiller	Cambridge University Press	Standard: Module B: Close Study of Text: Drama	Drama
Shakespeare, William	King Lear edited by Jay L. Halio	Cambridge University Press	Advanced: Module B: Critical Study of Texts	Shakespearean Drama
Sitch, Rob	The Castle	Roadshow	Extension: Module B: Texts and Ways of Thinking, Elective 3: Retreat from the Global	Film
Sitch, Rob et al.	Frontline	ABC	Advanced: Module C: Representation and Text, Elective 1: Telling the Truth	Media

English Stage 6 Prescriptions

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Skrzynecki, Peter	Immigrant Chronicle	University of Queensland Press	Area of Study Focus: Changing Perspective and ESL: Area of Study: Perspectives	Poetry
Sophocles	Antigone	Penguin	Advanced: Module C: Representation and Text, Elective 2: Powerplay	Drama
Stoppard, Tom	Rosencrantz and Guildenstern are Dead	Faber & Faber	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 1: Transformations	Drama
Stoppard, Tom	The Real Inspector Hound	Faber & Faber	Extension: Module A: Genre, Elective 2: Crime Fiction	Drama
Strachan, Tony	State of Shock	Currency	Standard: Module C: Texts and Society, Elective 1: The Institution and Personal Experience	Drama
Tannen, Deborah	You Just Don't Understand: Women and Men in Conversation	Virago	Extension: Module C: Language and Values, Elective 3: Gendered Language	Nonfiction
Tattam, Amanda (ed)	Tales from the Blackboard	Pan Macmillan	Standard: Module A: Experience Through Language, Elective 1: Telling Stories	Nonfiction
Thomson, Katherine	Navigating	Currency	Standard: Module B: Close Study of Text: Drama	Drama
Tornatore, Giuseppe	Cinema Paradiso	Premiere (Roadshow)	ESL: Module A: Experience through Language Elective 1: Telling Stories	Film
Tourneur, Cyril	The Revenger's Tragedy	Penguin	Extension: Module A: Genre, Elective 1: Revenge Tragedy	Drama
Tranter, John	The Floor of Heaven	Angus & Robertson	Extension: Module C: Language and Values, Elective 3: Gendered Language	Poetry
Vizard, Steve	Two Weeks in Lilliput	Penguin	Advanced: Module C: Representation and Text, Elective 2: Powerplay	Nonfiction
Watson, Ken (ed)	Imagined Corners	St Clair Press	Area of Study Focus: Changing Worlds and ESL: Area of Study: Perspectives	Poetry
Weir, Peter	The Truman Show	CIC	Standard: Module A: Experience Through Language, Elective 3: Image	Film

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Course Details</b>	<b>Type of Text</b>
Weir, Peter	Witness	CIC	Standard: Module B: Close Study of Text: Non Fiction, Film, Media or Multimedia	Film
Weldon, Fay	Letters to Alice	Sceptre	Extension: Module C: Language and Values, Elective 1: Acts of Reading and Writing	Prose fiction
Welles, Orson	Citizen Kane	CEL	Advanced: Module B: Critical Study of Texts	Film
Westbury, Debbie	Mouth to Mouth	Hodder Education	Standard: Module B: Close Study of Text: Poetry	Poetry
Williamson, David	The Club	Currency	Standard: Module A: Experience Through Language, Elective 2: Dialogue	Drama
Williamson, David	Dead White Males	Currency	Extension: Module B: Texts and Ways of Thinking, Elective 2: Postmodernism	Drama
Winton, Tim	Cloudstreet	Penguin	Advanced: Module B: Critical Study of Texts	Prose fiction
Woolf, Virginia	A Room of One's Own	Penguin	Extension: Module A: Genre, Elective 3: The Essay	Nonfiction
Wordsworth, William	Selected Poems: William Wordsworth	Penguin	Advanced: Module A: Comparative Study of Texts and Contexts, Elective 2: In the Wild	Poetry
Yolen, Jane	Briar Rose	Tom Doherty	Standard: Module B: Close Study of Text: Prose Fiction	Prose fiction
Zinneman, Fred	High Noon	United Artists	Extension: Module A: Genre, Elective 1: Revenge Tragedy	Film

## **Annotations of Texts**

Annotations have been developed as explanations for the selection of texts prescribed for the first time in English courses for the Higher School Certificate in 2001 and 2002.

These explanations are based on the criteria established by the Board of Studies for the selection of texts appropriate for study for the Higher School Certificate and are intended to support specified aspects of the English courses. The criteria include:

- merit and cultural significance
- needs and interests of course candidature
- challenging teaching and learning opportunities

The annotations assist in the selection 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 presented in alphabetical order and are available on the Board of Studies website at: <http://www.boardofstudies.nsw.edu.au>.