

NSW HSC Common Module: Exploring
Human Experiences in Selected Poems of
Kenneth Slessor and Related Texts:
a student work ebook



Lessons and exercises based on analysing
how human experiences are represented
in selected poems of Kenneth Slessor
and related texts, including analysis of
context and language forms and features

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Experiences in Selected Poems by
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Part 2: Exploring related texts

Related texts for school-based assessment

In order to develop a greater understanding of human experiences, you are required to explore related texts. You will be assessed on a related text as part of your school-based assessment. However, you are NOT required to write about related text in any module of the HSC examination.

In class you will explore a variety of texts in different forms, such as poetry, drama, news reports, etc. It is a good idea to prepare to write about at least one related text in detail. In your class-based assessment, you need to analyse how meaning about human experiences is created through the text's form, and through the language and/or visual features of each text. It is important that you choose a related text for your class-based assessment that relates to the key concepts you have identified in your prescribed text.

Exploring aspects of texts in a related text

Let's have a look at how to explore human experiences through aspects of texts. Below is a short extract from a text that relates to one particular aspect of human experiences: our connection with nature.



Read the following poem by Emily Dickinson, an American poet, born

December 10, 1830 and died May 15, 1886. Although her poetry was never published during her lifetime, her poems have become part of the Western literary canon.

As you read the ideas and concepts explored about human experiences in her untitled poem, consider how the text invites you to:

- see the world differently
- challenge your assumptions about the world
- think of new ideas about the world we live in.



Daguerreotype taken at Mount Holyoke, December 1846 or early 1847; the only authenticated portrait of Emily Dickinson after childhood

https://en.wikipedia.org/wiki/Emily_Dickinson#/media/File:Black-white_photograph_of_Emily_Dickinson2.png

This is my letter to the world,
That never wrote to me, —
The simple news that Nature told,
With tender majesty.

Her message is committed
To hands I cannot see;
For love of her, sweet countrymen,
Judge tenderly of me!
Emily Dickinson

<http://www.gutenberg.org/cache/epub/12242/pg12242.txt>

Task 2.1: Exploring human experiences through aspects of texts

1. What do you understand the text is conveying about:
 - a. personal human experiences
 - b. collective human experiences?
2. In a 300-word paragraph, analyse how the text uses structure, form and textual distinctive qualities to convey ideas about human experiences that have positioned you to see the world differently and/or challenged your assumptions and/or invited you to think of new ideas.

Inferring meaning from texts

There are a number of ways ideas about human experiences are explored in texts. Although this part focusses on related texts, you can use the skills you learn in this part to help you in your final HSC English examination, Paper 1, Section I. You will be required to look at unseen texts and analyse how (the language, forms and features) the visual and written texts convey ideas about human experiences.

Below are a number of texts you could use as related texts. Let's have a look at the language to look out for when determining how human experiences are conveyed.

Language devices

Below is a list of possible language devices used to convey meaning. Remember that not all devices will necessarily be used in each text.

