

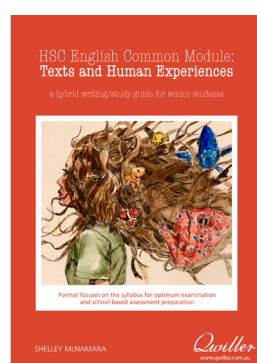


## NEW NSW HSC English Hybrid Writing/Study Guides

For 2019-2023 Prescriptions

(Available as a PDF eBook, Print Book or PDF + Print Bundle)

Available to purchase via the HSC English Hub APP, Online or as a  
School Order with a Purchase Order Number



### HSC English: Common Module

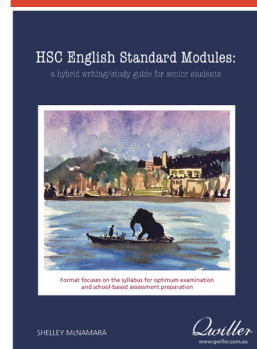
Shelley McNamara

*HSC English Common Module: Texts and Human Experiences* is a practical workbook designed to prepare students for HSC English Paper 1. Effective writing strategies for creative and analytical writing and modelled responses written to syllabus requirements are included to help students develop their understanding of texts and human experiences and comprehensively write about human experiences in the NSW HSC English Examination, Paper 1.

Available NOW

This workbook includes material on:

- Short answer questions and possible answers for Section I
- Integrated craft of writing strategies
- Analytical writing strategies
- Analysis of all prescribed texts
- Analysis of related texts
- Analysis of language forms and features which explore human experiences
- Sample Paper 1 examination and marking criteria



### HSC English Standard Modules

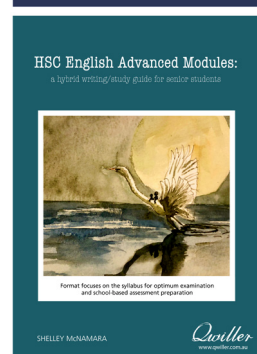
Shelley McNamara

*HSC Standard English Modules* is a practical workbook designed to prepare students for HSC English Standard Paper 2. Effective writing strategies for writing analytically about prescribed texts and modelled responses written to syllabus requirements are included to help students develop their understanding of and comprehensively write about each module in the NSW HSC English Standard Examination, Paper 2.

Available NOW

This workbook includes material on:

- Analysis of all prescribed texts
- How language forms, features and structures shape meaning
- Key ideas
- Key scenes
- Sample Paper 2 examination and marking criteria
- Analytical writing strategies
- Integrated craft of writing strategies



### HSC English Advanced Modules

Shelley McNamara

*HSC Advanced English Modules* is a practical workbook designed to prepare students for HSC English Advanced Paper 2. Effective writing strategies for writing analytically about prescribed texts and modelled responses written to syllabus requirements are included to help students develop their understanding of and comprehensively write about each module in the NSW HSC English Advanced Examination, Paper 2.

Available NOW

This workbook includes material on:

- All prescribed texts
- How language forms, features and structures shape meaning
- Key ideas and concepts
- Sample Paper 2 examination and marking criteria
- The effects of different contexts on meaning
- The value of the text(s) in different contexts
- Integrated craft of writing strategies



### HSC English EAL/D

Shelley McNamara

*HSC English EAL/D Modules* is a practical workbook designed to prepare students for HSC English EAL/D Papers 1 & 2. Effective writing strategies for writing analytically about prescribed texts and related texts and modelled responses written to syllabus requirements are included to help students develop their understanding of and comprehensively write about each module in the NSW HSC English EAL/D Examination.

Available Feb 2020

This workbook includes material on:

- Analysis of all prescribed texts
- How language forms, features and structures shape meaning
- Key ideas and key scenes
- Integrated focus on writing strategies
- Related texts and their textual features
- Sample examination and marking criteria
- Analytical writing strategies



## Years: 11–12

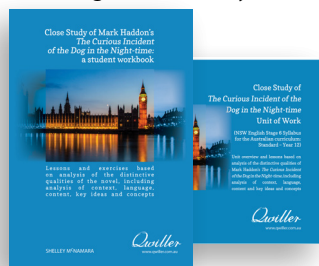
### NEW Titles for the NSW HSC English Syllabus for the Australian curriculum



#### Exploring Literary Mindscapes in Gail Jones's *Sixty Lights* (Extension 1 course)

**Concepts:** Modernism and Literary Worlds  
Students will critically study *Sixty Lights* by considering how the elements of the text invite the responder to explore literary mindscapes or the internal worlds of individuals. In order to explore

identity, assumptions and ways of being and thinking, students will consider Jones's personal context, values, key concepts such as photography, memory and grief, Victorian England, modernity and 'coming of age' novels and how intertextuality is represented in the novel. Other elements such as structure, characters, themes and setting are also addressed. Students will analyse the ideas, values and concepts conveyed in Jones's theoretical influences and explore how these texts relate to *Sixty Lights*. Students will also be guided through the process of writing a critical essay.



#### Close Study of *Curious Incident of the Dog in the Night-time*

**Concepts:** Context, Narrative and Textual Integrity  
Students will study Mark Haddon's *The Curious Incident of the Dog in the Night-time* by engaging in a detailed analysis of the text and consideration of how the text affects

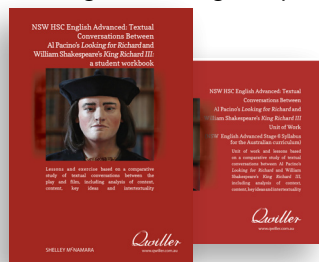
them personally. They will explore Haddon's personal context and the distinctive qualities of the text including narrative elements such as structure, characters, key ideas, themes and setting. Student will also analyse how ideas, form and language of a text interact within the text and affect the responder as well as examine key scenes in the novel. Students will be guided through the process of writing a close study of text essay.



#### NSW HSC English Advanced: Critical Study of Kazuo Ishiguro's *An Artist of the Floating World*

**Concepts:** Textual Integrity, Modernism and Context  
This workbook will assist students to critically study Kazuo Ishiguro's *Artist of the Floating World*. Students will consider Ishiguro's personal and historical context, key ideas and

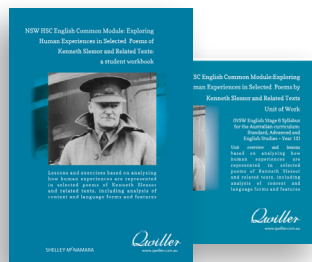
concepts, structure, characters, plot, themes and setting and express views about the aesthetic and imaginative aspects of the texts. They will also be guided through the process of writing a critical study essay.



#### NSW HSC English Advanced: Textual Conversations Between *Looking for Richard* and *King Richard III*

**Concepts:** Comparative Study, Intertextuality, Values and Context  
Students will explore how meanings of a pair of texts can reveal resonances and dissonances by

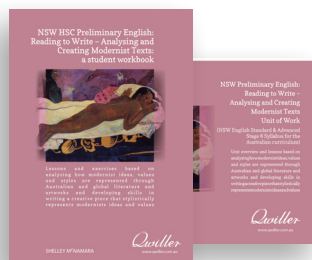
considering the textual conversations between them. It is through this exploration that students will explore and evaluate connections through references to contexts, values, ideas, content and the use of language forms and features. They will also consider how a comparative study has enhanced their understanding and appreciation of both texts. Students will develop skills in writing a comparative essay as well as compose creative texts in a range of modes and media.



#### NSW HSC English Common Module: Exploring Human Experiences and Selected Poems by Kenneth Slessor and Related Texts

**Concepts:** Human Experiences, Context and Representation  
Students will study selected poems by Kenneth Slessor and

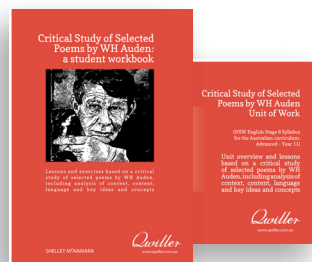
related texts to develop an understanding and appreciation of how human experiences are explored in texts. They will analyse Slessor's personal context and how this has influenced his work, as well as the distinct qualities of the prescribed text and related texts in terms of construction, content and language. Students will also practise answering NSW HSC examination style questions for Sections I and II.



#### NSW HSC Preliminary English: Reading to Write – Analysing and Creating Modernist Texts

**Concepts:** Modernism and Creative Writing  
Students focus on modernism as a movement in Australia and around the world and considers how the cultural significance of modernity is reflected in literature and art forms.

Student will study examples of modern literature and artworks, such as Kenneth Slessor's 'Five Bells', Gail Jones's *Dreams of Speaking*, Raymond Carver's 'So Much Water So Close to Home', Lucia Berlin's 'Point of View' and Orientalism, and use these texts as inspiration to create experimental literary pieces through transversal, intergeneric and fictocritical writing, reflecting modernist ideas, forms and ways of writing.

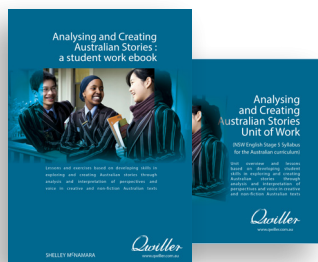


#### Critical Study of Selected Poems by WH Auden (Year 11)

**Concepts:** Critical Study of Literature, Context and Representation  
Students will critically study selected poems by WH Auden by considering how the elements of the texts work together as a whole to create textual integrity. Poems include: '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' and 'The Shield of Achilles'. Students will consider Auden's personal context, key ideas and concepts, structure and setting and express views about the aesthetic and imaginative aspects of the texts. They will also be guided through the process of writing a critical study essay.

## Years: 9–10

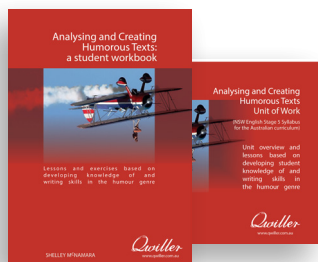


### Analysing & Creating Australian Stories

**Concepts:** Voice, Perspectives and Creative Writing

Provides opportunities for students to develop skills in exploring and creating Australian stories through analysis and interpretation of perspectives and voice in creative

and nonfiction texts. Students will consider Australia's identity and explore multicultural, Aboriginal and historical Australian stories and use these as inspiration to create their own written and film stories.

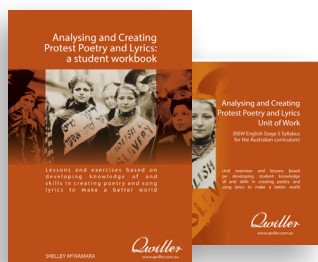


### Analysing & Creating Humour Texts

**Concepts:** Critical Thinking

Assists students to analyse a variety of visual and written humorous texts from different time periods. Students will analyse and evaluate short stories, poetry, media texts, television shows and film extracts

for their comic effects and explore how humorous texts make social commentary. Students develop skills in listening as well as writing a script for a new or existing sitcom.

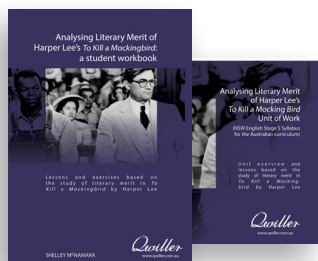


### Analysing & Creating Protest Texts

**Concepts:** Perspective, Point of View and Cultural Perspective

Assists students to explore ideas about social issues and change through poetry and songs and how to empower themselves to create protest texts that bring about 'a

better world' to live in. Student will explore and create protest songs, lyrics and poetry.

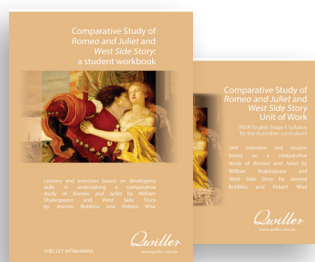


### Analysing Literary Merit of Harper Lee's *To Kill a Mockingbird*

**Concepts:** Aestheticism and Appreciation

Assists students to explore the meaning and significance of literature in our world today. Students will analyse narrative elements, such as

plot, characters, themes, settings, narrative viewpoint and writing style in *To Kill a Mocking Bird* by Harper Lee in order to determine the text's literary merit. Students develop essay writing skills.

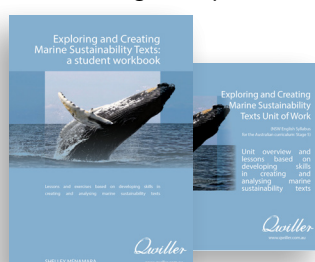


### Comparative Study of *Romeo & Juliet* and *West Side Story*

**Concepts:** Comparative Study and Critical Thinking

Gives students the opportunity to undertake a comparative study of *Romeo and Juliet* and *West Side Story*. Students will learn

about the narrative elements of each text and how to write about the relationships between texts from different contexts. Students develop skills in writing a comparative essay.



### Exploring & Creating Marine Sustainability Texts

**Concepts:** Interconnectedness, Imagery and Rhetoric

Assists students to focus on what is possible in relation to sustainability of the marine environment. They consider how the responder

is positioned to view media and narrative texts and develop skills in interpreting and analysing features of these texts. Students will reinterpret texts to create new texts and create a webpage and

advertisements promoting marine sustainability.

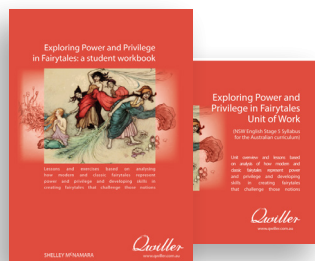


### Exploring Cultural Representations in Debra Oswald's *Skate*

**Concepts:** Cultural Representation and Reflection

Assists students to interpret and analyse the representations of

cultural groups, including teenagers, in Debra Oswald's *Skate*. Students will explore how these cultural groups are represented through script narrative elements and reflect on their own processes of creating texts, such as a scene and set design that challenges common cultural assumptions about teenagers



### Exploring Power and Privilege in Fairytales

**Concepts:** Cultural Perspectives and Representations and Reflection

Students will explore how power and privilege have been represented within and through fairytale texts by analysing key ideas, motifs,

archetypes and cultural perspectives in fairytales. Analysis of how fairytales are reinterpreted in new contexts will also be explored so that students can reinvent fairytales that challenge notions of power and privilege.

## Years: 7–8



**Analysing Characterisation, Voice & Transformation in Patrick Ness's *A Monster Calls***  
**Concepts:** Characterisation, Voice and Transformation  
Assists students to develop skills in analysing and writing about how Patrick Ness in *A Monster Calls* uses

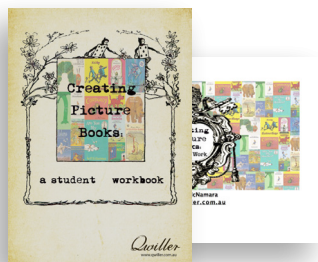
characterisation, voice and transformation to tell an engaging and meaningful story. Students will develop speaking and listening skills.



**Analysing Textual Integrity in Rabindranath Tagore's *The Post Office***  
**Concepts:** Textual Integrity and Reflection  
Focuses on the study of the Indian play, *The Post Office*, analysing plot, symbolism, metaphors and context.

In reading the play and discussing

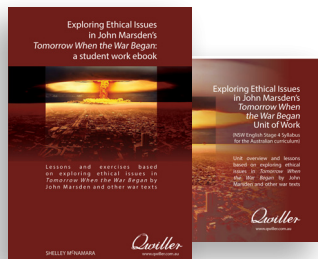
its context, students will explore textual integrity and ideas of universal human experiences. Students will write analytical paragraphs on how textual integrity is shown in the play.



**Creating Picture Books**  
**Concepts:** Genre and Creative Writing  
Assists students in creating a picture book for an adult or child audience.

It is designed to develop student understanding of the picture book genre — the written and visual narrative elements, including characters, setting, plot and themes.

Students will also develop skills in creating an example of the genre for an audience of their choice.



**Exploring Ethical Issues in John Marsden's *Tomorrow When the War Began***  
**Concepts:** Ethics and Interpretation  
Students will explore ethical issues in *Tomorrow When the War Began* by John Marsden and other texts about war such as poetry, short stories, and

historical speeches and images. Students will assess the representation of ethical issues in texts and compare them to their own ethical values.



**Exploring Gothic Horror in Neil Gaiman's *Coraline***  
**Concepts:** Transformation and Narrative  
Provides students with the opportunity to explore the genre of horror by learning about the features of horror stories, including the gothic mode. Students develop

an understanding of and skills in creating horror short stories for a teenage audience through the study of Neil Gaiman's *Coraline*.



**Exploring Stagecrafting & Cultural Connections in Jack Davis's *Honey Spot***  
**Concepts:** Stagecraft, Cultural Perspectives and Cultural Representation  
Students develop skills in and knowledge of stagecrafting through an exploration of cultural

connections in *Honey Spot* by Jack Davis. They will explore aspects of stagecrafting and analyse characters and plot in *Honey Spot*. Students will learn how to stage a scene for a live audience and reflect on the process.



**Re-Writing Fairytales**  
**Concepts:** Intertextuality, Genre and Creative Writing  
Students will explore the fairytale genre and the purpose, audience and history of fairytales. They will examine narrative elements found in the genre, and explore intertextuality and how binary oppositions position

the audience to adopt certain values and beliefs. Students will create various elements of fairytales to represent new ways of thinking.

## Creative Writing Workbooks/Ebooks

### Crafting Writing

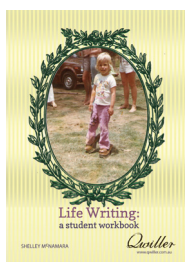


**Years: 9–Adult**  
**Concepts:** Creative Writing, Characterisation and Voice

The accessible activities in this workbook are based on generating ideas, narrative elements and

innovative writing. This workbook is suitable for secondary English students, adults and writing groups/workshops.

### Life Writing



**Years: 10–Adult**  
**Concepts:** Creative Writing

This workbook will assist students in writing about their life. An explanation of the aspect of life writing, a modelled response and activities are provided to

assist students in life writing.

### The Writer's Guide

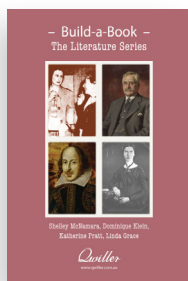


**Years: 7–Adult**  
**Concepts:** Creative Writing

This guide comprises of information, modelled responses and activities on the principles of narrative writing. The writing composed using the

activities in this guide will form the basis of a creative writing piece.

## 'Build-a-Book' by Chapters – The Literature Series



#### How it works:

Instead of buying the whole book, you can choose from a list of chapters to build your own book. This way you only pay for what you need. You can come back and build new books at any time.

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- Order form: select the chapter titles you are interested in and an ebook in the form of a PDF will be made up for you and sent to your nominated email address.

The chapters are generic in nature and are suitable for any student studying or teacher teaching any English curriculum.

#### Each chapter contains the following:

- Detailed analysis of literary texts, including:
  - key ideas and concepts
  - narrative elements, such as characters, text structure and summary, themes and setting
  - language forms and features
- Background information including analysis of purpose and audience, personal context of author and social, cultural and historical context of the text
- Key term definitions
- 'How to' activities that guide writing
- Modelled responses to support writing
- Key scene analysis
- Bibliography including URL links.

#### Novels & Short Stories

1. *Clay* by Melissa Harrison
2. *Feed* by MT Anderson
3. *Great Expectations* by Charles Dickens
4. *Heat and Dust* by Ruth Prava Jhabvala
5. Selected Short Stories of Henry Lawson
6. *Sixty Lights* by Gail Jones
7. *Small Island* by Andrea Levy
8. *Swallow the Air* by Tara June Winch
9. *The Awakening* by Kate Chopin
10. *The Curious Incident of the Dog in the Night-time* by Mark Haddon
11. *The Joy Luck Club* by Amy Tan
12. *The Life and Crimes of Harry Lavender* by Marele Day
13. *The Namesake* by Jhumpa Lahiri
14. *The Story of Tom Brennan* by JC Burke
15. *Vertigo* by Amanda Lohrey
16. *Wrack* by James Bradley

#### Film

1. *A Beautiful Mind* by Ron Howard
2. *Billy Elliot* by Stephen Daldry
3. *Crouching Tiger, Hidden Dragon* by Ang Lee
4. *Frank Hurley – The Man Who Made History* by Simon Nasht
5. *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 by Ivan O'Mahoney
6. *Life of Pi* by Ang Lee
7. *One Night the Moon* by Rachel Perkins
8. *Run Lola Run* by Tom Tykwer
9. *Strictly Ballroom* by Baz Luhrmann
10. *Ten Canoes* by Rolf de Heer
11. *The Black Balloon* by Elissa Down
12. *Wag the Dog* by Barry Levinson

#### Drama

1. *All My Sons* by Arthur Miller
2. *A Man With Five Children* by Nick Enright
3. *As You Like It* by William Shakespeare
4. *Away* by Michael Gow
5. *Eductaing Rita* by Willy Russell
6. *Namatjira* by Scott Rankin
7. *Rainbow's End* by Jane Harrison
8. *Shafana and Auntie Sarrinah* by Alana Valentine
9. *Summer of the Seventeenth Doll* by Ray Lawler
10. *The Crucible* by Arthur Miller
11. *The Merchant of Venice* by William Shakespeare
12. *The Seagull* by Anton Chekhov
13. *The Shoe-horn Sonata* by John Misto
14. *The Tempest* by William Shakespeare

#### Non Fiction

1. *A Room of One's Own & Three Guineas* by Virginia Woolf
2. *A Short History of Nearly Everything* by Bill Bryson
3. 'Remembrance' – Australian War Memorial website
4. *Romulus, My Father* by Raimond Gaita
5. Speeches by various speakers
6. *Stasiland* by Anna Funder
7. *The Art of Travel* by Alain de Botton
8. *The Motorcycle Diaries* by Ernesto 'Che' Guevara
9. *Unpolished Gem* by Alice Pung

#### Poetry

1. Selected Poems from *At the Round Earth's Imagined Corners* edited by Ken Watson
2. Selected Poems from *Immigrant Chronicle* by Peter Skrzynecki
3. Selected Poems of AB 'Banjo' Paterson
4. Selected Poems of Douglas Stewart
5. Selected Poems of Emily Dickenson
6. Selected Poems of Komninos
7. Selected Poems of Oodgeroo Noonuccal
8. Selected Poems of Robert Frost
9. Selected Poems of Robert Gray
10. Selected Poems of Rosemary Dobson
11. Selected Poems of Wilfred Owen
12. *The Simple Gift* by Steven Herrick

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2020 Trial HSC EAL/D Course	PDF	NA	\$90	NA		
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			T: \$85			
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HSC English Common Module: Texts and Human Experiences (Available NOW)						
Work eBook	Interactive PDF	978-1-925624-79-3	\$30			
Workbook	Print	978-1-925624-80-9	\$55			
BUNDLE: Workbook and Work eBook	Print + PDF	QWIBUN0102	\$65			

TITLE	FORMAT	ISBN	RRP*	INSP*	QTY	COST
<b>HSC English Standard Modules</b> (Due for publication April, 2019)						
Work eBook	Interactive PDF	978-1-925624-76-2	\$30			
Workbook	Print	978-1-925624-78-6	\$55			
BUNDLE: Workbook and Work eBook	Print + PDF	QWIBUN0304	\$65			
<b>HSC English Advanced Modules</b> (Due for publication May, 2019)						
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Workbook	Print	978-0-9941663-8-8	\$55			
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Work eBook	Interactive PDF	978-1-925624-82-3	\$30			
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<b>YEARS 11-12 CLASS WORKBOOKS/EBOOKS AND UNITS OF WORK</b> (Purchase Online or as a School Order with a Purchase Order No)						
<b>Close Study of Mark Haddon's <i>The Curious Incident of the Dog in the Night-time</i></b> (Year 12)						
Work eBook (Included in Levels 1 & 2 Bi-annual Subscriptions)*	Interactive PDF	978-1-925624-03-8	\$18			
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