HSC examination specifications – Paper 1 and Paper 2

# English Standard

This examination support material is written and collated by the English curriculum team.

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Note: as you add content to this booklet you can update the contents table to accurately reflect the page numbers within the resource. To update the table of contents, right click on the table and select ‘update table’ (in the online version) and ‘update field’ and then select ‘update entire field’ (in the desktop version). Your table numbers should then update to reflect your changes.

Resource overview

This booklet has been designed for use by HSC students as a resource for revision in the lead up to the trial and HSC examinations. The strategies and advice provided will be useful if students sustain engagement with the content until the external HSC examinations for English.

The content in this resource booklet has been prepared by the English curriculum team, unless otherwise credited.

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## HSC examination structure

The English Standard course will be assessed in two examinations, usually held across two days.

### Activity 1 – reviewing the NESA examination support materials

1. Read through the following information for Paper 1 and complete the activity ‘Take Note’.

[Take Note [[2]](#endnote-3) - this thinking routine helps you organise your understanding of a topic or text through concept mapping.](http://www.pz.harvard.edu/resources/take-note)

After you have finished reading ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?

1. Read through the information for Paper 2 and complete the activity ‘Take Note’.
2. Visit each of the NESA documents and read through the relevant section of the examination. At the end of each document complete the activity ‘Take Note’.

## Paper 1 – Texts and Human Experiences

The examination material for this paper includes 3 booklets:

* A stimulus booklet – the unseen texts for Section I will be printed in this booklet.
* A question and answer booklet for Section I. Each question will be followed by space for you to write your response. The lines provide an indication of the suggested length of the response. If a student requires extra space for a response, additional lines will be available. The format of this booklet is demonstrated in the [English Standard Paper 1 sample examination format Paper](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/9a214ff1-5c1f-4e87-bd07-1e24a8edba5b/english-standard-2017-sample-examination-format-paper-1-2019-pdf.pdf?MOD=AJPERES&CVID=) 1[[3]](#endnote-4).
* A writing booklet for section II.

This examination is 1 hour and 40 minutes long. You will have 1 hour 30 minutes working time and 10 minutes reading time.

There are two sections in this examination.

### Section I

* There will be ‘five or six short-answer questions’, per the advice in the [English Standard HSC examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting)[[4]](#endnote-5) (within the Assessment and Reporting information) and the [English Standard (updated November 2020): Sample Examination Materials](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/0a850596-eb7b-4ece-80fb-0f9703df7098/english-standard-paper-1-sample-hsc-questions-november-2020.pdf?MOD=AJPERES&CVID=)[[5]](#endnote-6). These questions will be about the unseen texts in the stimulus booklet.
* Each question will ask you to consider an idea about human experiences. This idea may be from the module statement (for example: qualities or emotions arising from or associated with human experiences; paradox, anomaly or inconsistency in human emotion and behaviour and so on). Alternatively, the idea could be drawn from the text (for example, a theme or idea in the text could be specified) and how this has been communicated by the composer.
* You are advised to spend 45 minutes writing your answer for this section.
* This section will be marked out of 20.

### Section II

* There will be one question that will require a sustained response based on your prescribed text. The question may include a stimulus and or unseen text/s. The question may be specific to the text, specific to the form of the text or there may be one question that is relevant to all the prescribed texts.
* You will write about the prescribed text you studied during this module.
* You are advised to spend 45 minutes writing your answer for this section.
* This section will be marked out of 20.

To see examples of the types of questions that may be asked in Paper 1, you should examine the [English Standard (2017): Sample Examination Materials for Paper 1](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/0a850596-eb7b-4ece-80fb-0f9703df7098/english-standard-paper-1-sample-hsc-questions-november-2020.pdf?MOD=AJPERES&CVID=). To see an example of the examination format for Paper 1, you should consult the [English Standard (2017): Sample Examination Format Paper 1 (2019)](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/9a214ff1-5c1f-4e87-bd07-1e24a8edba5b/english-standard-2017-sample-examination-format-paper-1-2019-pdf.pdf?MOD=AJPERES&CVID=)[[6]](#endnote-7) or the [2019 and 2020 HSC English Standard Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-standard-2020-hsc-exam-pack+)s[[7]](#endnote-8).

## Paper 2 – Modules

This examination is usually held the day after Paper 1. You will have 2 hours working time and 5 minutes reading time.

**Important information:**

* There are three sections in this examination, one for each module.
* You are advised to spend 40 minutes on each section.
* Each section is marked out of 20.

### Section I

* Module A: Language, Identity and Culture will be assessed in this section.
* You will answer one question about the prescribed text you studied for Module A.
* The question could be one of these three possible variations:
* A broad question which is applied to all the prescribed texts.
* A different question for each of the prescribed texts. This question could be specific and nominate a particular feature of the text or an idea from the text on which you would need to focus the response.
* A question for each type of prescribed text. In this case, all the prose fiction texts would have one question, the poetry prescribed texts would have a different question and so on.
* You are advised to spend 40 minutes writing your answer for this section.
* This section will be marked out of 20.

### Section II

* Module B: Close Study of Literature will be assessed in this section.
* You will answer one question about the prescribed text you studied for Module B.
* The question could be one of these three possible variations:
* There could be one question. All students would answer the same question. This question would most likely have a general focus and could be more ‘open’ than the other possible question types.
* There could be a different question for each prescribed text. This question could be quite specific and the idea you must write about could be provided in the question. For this type of question, you could be asked to focus on an excerpt from the text. If your prescribed text is poetry or prose-fiction short story, a specific poem or short story could be nominated, and you would have to focus your response on this specific poem or short story and at least one other.
* There could be a different question for each type of text set for study. For example, a question for all the prose fiction prescribed texts, a different question for all the poetry prescribed texts and so on.
* You are advised to spend 40 minutes writing your answer for this section.
* This section will be marked out of 20.

### Section III

* Module C: The Craft of Writing will be assessed in this section.
* There will be one question which may be in one part or two parts. The question may or may not reference the prescribed texts for Module C.
* There are various possible question types. NESA advises Standard students to look at the English Standard and English Advanced sample questions.
* The examination question and or stimulus will determine students’ use of form as appropriate to the audience, purpose and context.
* The question you could be asked has numerous variations:
* The question could have two parts. It is important you read both parts before you begin.
* The question may require you to write in a specific form: imaginative, discursive or persuasive. This could be specified, or it may be left to you to choose. It is important to note that informative texts are listed in the module statement. However, there are no sample questions provided by NESA that request an informative response. This is because

‘there may be questions that provide opportunities for students to use the features of informative texts in their writing but in many cases informative texts are best assessed internally as appropriate to school context.’[[8]](#endnote-9)

* The question could contain a stimulus or a quote from a text not set for study.
* The question could instruct you to use a Module C text as inspiration for crafting your response.
* The question could allow you to draw inspiration from any of the prescribed texts you studied for the HSC course.
* You could be instructed to write a justification or reflection about the crafting choices you made to write your response.
* If the form is not specified, you can write in the form of your choosing or use a hybrid of imaginative, informative, discursive or persuasive writing. NESA has outlined that ‘many effective and engaging texts are hybrids of these forms… [You] are advised to develop a personal voice to express [your] perspectives and ideas confidently.’[[9]](#endnote-10)
* NESA has also outlined that ‘marking guidelines indicate that students are not required to adhere to specific features of a type of text; the emphasis is on control of language and structure appropriate to the audience, purpose, context and selected form. [You are] encouraged to make choices about structure and form to enhance the effectiveness of [your] writing.’[[10]](#endnote-11)
* You are advised to spend 40 minutes writing your answer for this section.
* This section will be marked out of 20.
* If there are two parts, the 20 marks will be distributed across the two sections.

To see examples of the types of questions that may be asked, you can look at: the [English Standard (2017): Sample Examination Materials for Paper 2](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/5cd502d8-2cb5-40ed-bf7f-f36b824a957d/english-standard-stage-6-sample-hsc-questions-paper-2-2019.pdf?MOD=AJPERES&CVID=)[[11]](#endnote-12) and, for other Module C sample examination questions examine the [English Advanced (2017): Sample Examination Materials Paper 2 Section III](https://educationstandards.nsw.edu.au/wps/wcm/connect/ca688818-bb25-407b-b757-0fd9ae0aa7c1/sample-questions-new-hsc-english-adv-paper-2-exam-2019.pdf?MOD=AJPERES&CVID=) Module C (pp.9-10). [[12]](#endnote-13)

To see an example of the examination format for Paper 2, you should consult the [English Standard (2017): Sample Examination Format Paper 2 (2019)](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/e68dc9f3-b32f-42ef-96ad-a6f246fc4ecb/english-standard-2017-sample-examination-format-paper-2-2019-pdf.pdf?MOD=AJPERES&CVID=)[[13]](#endnote-14) or the [2019 and 2020 English Standard HSC examination papers.](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-standard-2020-hsc-exam-pack+)[[14]](#endnote-15)

The information provided above has been extracted from the [NESA webpage for English Standard](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017)[[15]](#endnote-16). The material referenced (sample questions and sample exam format) was last updated in November 2020 and is accurate at the time this resource was developed in July 2021. To ensure this information is up-to-date you should check the live site. In addition to the sample examination material hyperlinked in the content above, you may also go to the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules/module-c-the-craft-of-writing) for further advice about live updates.

### Activity 2 – the 4 C’s

[The 4 C’s routine](http://www.pz.harvard.edu/resources/the-4-cs)[[16]](#endnote-17) is used to structure a discussion or reflection around a text, or series of texts. In Activity 1 you were required to read through a variety of Paper 1 and Paper 2 examinations, including the sample question paper.

1. Write a response to each of the following. You may want to relate to specific questions, modules or your reflection about specific texts (unseen or prescribed).

* Connections – what connections do you draw between the papers and your other learning?
* Challenge – what ideas, positions, or assumptions were challenged during your reading of the papers?
* Concepts – what key concepts or ideas do you think are important and worth revisiting and revising in the lead up to the examinations?
* Changes – what changes in attitudes, thinking, or action have occurred as a result of engaging with these documents?

Prescribed texts

The text requirements for HSC English Standard are outlined in the NESA [English Stage 6 Prescriptions – HSC 2019 - 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=)[[17]](#endnote-18) booklet. These include:

* Close study of three types of prescribed texts, one drawn from **each** of the following categories:
* prose fiction
* poetry **or** drama
* film **or** media **or** nonfiction.
* At least **two** short prescribed texts must be studied for Module C: The Craft of Writing but these do not contribute to the required pattern of prescribed texts for the course.

### Activity 3 – create an overview of your pattern of study

Use the English Standard prescribed texts lists (these are formatted as they appear in the previous HSC examinations) to complete Table 1. The completed table will showcase which HSC English paper and section correlates with each of your prescribed texts.

For each prescribed text, include:

* The full name of the composer.
* The full title of the text.

If your prescribed text has multiple parts (for example, poetry, short stories, essays or television episodes) you should also list the full title of the poems, short stories, essays or episodes set for study. For example: Henry Lawson, ‘The Penguin Henry Lawson Short Stories’: ‘The Drover’s Wife’, ‘The Union Buries Its Dead’, ‘Shooting the Moon’, ‘Our Pipes’, ‘The Loaded Dog’.

Table 1 – overview of prescribed texts for each module

|  |  |  |  |
| --- | --- | --- | --- |
| Examination section | Prose fiction | Poetry or drama | Film or media or non-fiction |
| Paper 1, section II  Common module – Texts and Human Experiences |  |  |  |
| Paper 2, section I  Module A – Language, Identity and Culture |  |  |  |
| Paper 2, section II  Module B – Close Study of Literature |  |  |  |
| Paper 2, section III  Module C – The Craft of Writing |  |  |  |

List of prescribed texts

## Common module

**Prose Fiction**

* Anthony Doerr, ‘All the Light We Cannot See’
* Amanda Lohrey, ‘Vertigo’
* George Orwell, ‘Nineteen Eighty-Four’
* Favel Parrett, ‘Past the Shallows’

**Poetry**

* Rosemary Dobson, *Rosemary Dobson Collected*

The prescribed poems are:

‘Young Girl at a Window’

‘Over the Hill’

‘Summer’s End’

‘The Conversation’

‘Cock Crow’

‘Amy Caroline’

‘Canberra Morning’

* Kenneth Slessor, *Selected Poems*

The prescribed poems are:

‘Wild Grapes’

‘Gulliver’

‘Out of Time’

‘Vesper-Song of the Reverend Samuel Marsden’

‘William Street’

‘Beach Burial’

**Drama**

* Jane Harrison, ‘Rainbow’s End’, from Vivienne Cleven et al,*Contemporary Indigenous Plays*
* Arthur Miller, ‘The Crucible’
* William Shakespeare, ‘The Merchant of Venice’

**Nonfiction**

* Tim Winton, *The Boy Behind the Curtain*

The prescribed chapters are:

‘Havoc: A Life in Accidents’

‘Betsy’

‘Twice on Sundays’

‘The Wait and the Flow’

‘In the Shadow of the Hospital’

‘The Demon Shark’

‘Barefoot in the Temple of Art’

* Malala Yousafzai and Christina Lamb, ‘I am Malala’

**Film**

* Stephen Daldry, ‘Billy Elliot’

**Media**

* Ivan O’Mahoney, *Go Back to Where You Came From*

The prescribed episodes are:

Series 1: Episodes 1, 2 and 3

And

‘The Response’

* Lucy Walker, ‘Waste Land’

## Module A

**Prose Fiction**

* Henry Lawson, *The Penguin Henry Lawson Short Stories*

‘The Drover’s Wife’

‘The Union Buries Its Dead’

‘Shooting the Moon’

‘Our Pipes’

‘The Loaded Dog’

* Andrea Levy, ‘Small Island’

**Poetry**

* Adam Aitken, Boey Kim Cheng and Michelle Cahill (eds), *Contemporary Asian Australian Poets*

The prescribed poems are:

Merlinda Bobis, ‘This is where it begins’

Miriam Wei Wei Lo, ‘Home’

Ouyang Yu, ‘New Accents’

Vuong Pham, ‘Mother’

Jaya Savige, ‘Circular Breathing’

Maureen Ten (Ten Ch’in Ü), ‘Translucent Jade’

* Ali Cobby Eckermann, *Inside my Mother*

The prescribed poems are:

‘Trance’

‘Unearth’

‘Oombulgarri’

‘Eyes’

‘Leaves’

‘Key’

##### ****Drama****

* Ray Lawler, ‘Summer of the Seventeenth Doll’
* Bernard Shaw, ‘Pygmalion’
* Alana Valentine, ‘Shafana and Aunt Sarrinah’

**Nonfiction**

* Alice Pung, ‘Unpolished Gem’

**Film**

* Rachel Perkins, ‘One Night the Moon’
* Rob Sitch, ‘The Castle’

**Media**

* Janet Merewether, ‘Reindeer in my Saami Heart’

## Module B

**Prose Fiction**

* M T Anderson, ‘Feed’
* Mark Haddon, ‘The Curious Incident of the Dog in the Night-time'

**Poetry**

* Robert Gray, *Coast Road*

The prescribed poems are:

‘Journey, the North Coast’

‘Flames and Dangling Wire’

‘Harbour Dusk’

‘Byron Bay: Winter’

‘Description of a Walk’

‘24 Poems’

* Oodgeroo Noonuccal

The prescribed poems are:

‘The Past’

‘China . . . Woman’

‘Reed Flute Cave’

‘Entombed Warriors’

‘Visit to Sun Yat-Sen Memorial Hall’

‘Sunrise on Huampu River’

‘A Lake Within a Lake’

**Drama**

* Scott Rankin, ‘Namatjira’
* William Shakespeare, ‘A Midsummer Night’s Dream’

**Nonfiction**

* Anna Funder, ‘Stasiland’

##### ****Film****

* Peter Weir, ‘The Truman Show’

**Media**

* Simon Nasht, Frank Hurley: ‘The Man Who Made History’

## Module C

**Prose Fiction**

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

**Nonfiction**

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

**Speeches**

* Linda Burney, ‘First Speech to the House of Representatives as Member for Barton’
* Steve Jobs, ‘How to Live Before You Die’
* Paul Keating, ‘Funeral Service of The Unknown Australian Soldier’
* J K Rowling, ‘The Fringe Benefits of Failure and the Importance of Imagination’

Poetry **or performance poetry**

* Carol Chan, Popcorn
* Robert Frost, ‘Stopping by Woods on a Snowy Evening’
* Les Murray, ‘An Absolute Ordinary’
* Judith Wright, ‘The Surfer’
* Luka Lesson, ‘May your pen grace the page’

Activity 4 – engaging in self-assessment

**Fine tuning your writing**

The period between the Trial Examinations and the final HSC Examinations provides you with the opportunity to fine-tune your writing. Your teacher can assist you with this by providing individualised feedback and or support during one-on-one conferences. It is also a good idea to revisit the feedback you were provided for each assessment task. This information can help you identify areas for improvement in your writing and enable the provision of targeted support. Make sure you are regularly communicating with your teacher and you are acting upon the advice and feedback they have provided.

The ‘Traffic lights method’ will help you to reflect, revise and re-write. You will engage with the feedback you have received on your response and develop an enhanced understanding of how to act upon the feedback and refine your understanding. By the end of the process you will have read and engaged with your response at least four times.

1. Select a focus module and prescribed text. Identify a response you wish to refine. Use responses from your assessments, in class tasks and or your trial examination, just make sure they contain teacher feedback.
2. Ensure you have the equipment outlined below.

#### Traffic lights method

**Reflect, revise, and rewrite: from assessment of learning to assessment as learning.**

What you need:

* Your response
* Sticky notes – green, orange and red or pink
* Red or pink highlighter
* Orange highlighter
* Green highlighter

**Reflect and revise**

1. Read and highlight in green the sections of your response where you have done well. On a green sticky note labelled ‘Do’ outline how you can carry this forward.
2. Read and highlight in orange identified sections that you know how to refine on your own. On an orange sticky note labelled ‘Fix’, explain how you will refine the issue you have identified.
3. Read and highlight in red the teacher identified areas for improvement which require teacher support to refine. On a red sticky note labelled ‘Ask’, write questions to ask your teacher and a peer marker.
4. Teacher – student conference – utilise Resource 1 and engage in a one-on-one conference conversation with your teacher. Identify ways you can move the questions from an ‘Ask’ sticky note to a ‘Fix’ sticky note.

The Traffic Lights strategy can be extended with a reflection table. Table 2 demonstrates the strategy in use for a Module C task. The table helps you to provide a clear visual outline of what you can do, what you can work on doing, and where you will need to seek help in order to continue improving.

**Revise and reflect**

1. Read to deconstruct, revise and reflect on your response. Complete Table 2 as you go, modify the questions to reflect the focus of the task and the specifics of the question.

Table 2 – revise, reflect and rewrite activity

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Yes or no | Example from the text | What’s next? |
| Did you brainstorm in response to the question?  Which examples from your response demonstrate this deep thinking? |  |  |  |
| Have you used the prescribed texts and stimulus as inspiration? What features of form or structure showcase this connection, experimentation or impact? |  |  |  |
| Is the style, form, purpose, audience and context clearly developed? How can the reader tell this is a (insert your style, form, audience, purpose and context) response? |  |  |  |
| Did you explore a moment in time, capture a human experience, a moment of conflict or… and which examples from your text show this or what can you do to work on this aspect of the task? |  |  |  |
| Could you express ideas more effectively? |  |  |  |

**Rewrite**

1. Rewrite - read over your response and rewrite it addressing the issues you identified during the reflection.

#### Avoiding common pitfalls

* The following list of ‘common pitfalls’ in an extended response may also assist you in identifying areas of need, identifying appropriate revision strategies and identifying appropriate resources you will consult during this process. The list has been adapted from the feedback provided in the Notes from the Marking Centre from 2019 - 2020.

1. Read through the list of common pitfalls.
2. Identify possible strategies you could implement to avoid making these same mistakes.
3. Revisit the [HSC marking feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack+)[[18]](#endnote-19) from 2019 and 2020 and add any missing pitfalls to the list.
4. Revisit the feedback you received on your assessments, examination responses and or in class tasks and identify your areas of strength and areas for improvement.
5. Identify which module you need to focus on the most and explore the revision support guide for that module.

Table 3 – common pitfalls self-assessment tool

|  |  |  |
| --- | --- | --- |
| Common pitfalls – students may not | Possible strategies | In relation to my own work – areas of strength and areas for improvement |
| Address the whole question |  |  |
| Establish a clear statement at the beginning of the response |  |  |
| Demonstrate detailed knowledge of the module |  |  |
| Describe or explain instead of analyse |  |  |
| Provide evaluative statements (if required by the question) |  |  |
| Produce clear and coherent paragraphs |  |  |
| Use the metalanguage of form |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |

## Resource 1 – teacher – student conference planning sheet

This planning sheet is to help you and your teacher identify the strengths of your writing and those areas that need further attention. A one-on-one conference allows your teacher to focus on your writing and suggest strategies and revision activities that can help you develop a plan to refine these aspects of your writing.

To get the most out of your conference, there are some tasks you need to complete beforehand.

You must:

1. Select one of your modules to revise before your conference.
2. Revisit the feedback from the assessment task for this module that you completed earlier in the year. This feedback is likely still able to help you now.
3. Complete the Traffics Lights method as part of Activity 4.
4. Complete a practice response to a sample question (don’t forget the hyperlinks to NESA examinations above).
5. Reflect on writing the response and complete the reflection questions below.
6. Attach this planning sheet to your response.

#### Before the conference

1. Complete the following four questions. Type into the sections or add more space to the sections if you intend to handwrite.

The question I answered in my response is:

This question has come from:

As I was writing this response, I felt the parts I have done well were:

Some questions I need to ask are:

#### During the conference

Date of conference:

1. Complete the following questions with your teacher during the conference.

The strengths in my response are:

Areas of my response that I need to develop are:

My learning goal:

What strategies am I going to use to reach this goal:

1. [NESA website.](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. [↑](#endnote-ref-2)
2. [Project Zero](http://www.pz.harvard.edu/), Harvard University. [Take Note. Copyright 2016 President and Fellows of Harvard College | Harvard Graduate School of Education, date accessed 16/07/2021.](http://www.pz.harvard.edu/resources/take-note) [↑](#endnote-ref-3)
3. [2019 English Standard Paper 1 sample format paper](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/9a214ff1-5c1f-4e87-bd07-1e24a8edba5b/english-standard-2017-sample-examination-format-paper-1-2019-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019, date accessed 12/07/2021. [↑](#endnote-ref-4)
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7. [2019 and 2020 HSC English Standard exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-standard-2020-hsc-exam-pack+) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020, date accessed 12/07/2021. [↑](#endnote-ref-8)
8. [Module C: The Craft of Writing](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules/module-c-the-craft-of-writing) – Frequently Asked Questions © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 16/07/2021. [↑](#endnote-ref-9)
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11. [English Standard (2017): sample examination materials for Paper 2.](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/5cd502d8-2cb5-40ed-bf7f-f36b824a957d/english-standard-stage-6-sample-hsc-questions-paper-2-2019.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, Published 2017, updated November 2020, date accessed 12/07/2021. [↑](#endnote-ref-12)
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13. [English Standard (2017): sample examination format Paper 2 (2019).](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/e68dc9f3-b32f-42ef-96ad-a6f246fc4ecb/english-standard-2017-sample-examination-format-paper-2-2019-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, Published 2017, updated November 2020, date accessed 12/07/2021. [↑](#endnote-ref-14)
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15. [NESA webpage for English Standard.](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 06/07/2021. [↑](#endnote-ref-16)
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