

Internal assessment 2: Text pairing ideas

English General senior syllabus 2025

Background

At the 2025 English Head of Department (HoD) forums convened across Queensland, practicing teachers shared ideas about texts to pair with *Prescribed text list: English and EAL 2026–2029 texts*.

Purpose

This resource provides those text pairing ideas to support teachers design assessment for Internal assessment 2: Written response for a public audience.

It gives teachers insight into the choices other schools make to select texts for Unit 3 Topic 2: Conversations about concepts in texts.

Internal assessment 2: Written response for a public audience (25%)

Students respond to two texts connected by the representation of a concept, identity, time or place, in a written response for a public audience. One of the texts studied must be from the prescribed text list. This task requires students to:

- analyse a representation of a concept, identity, time or place in two different texts. At least one of the texts must be from the prescribed text list (available on the QCAA website)
- have a purpose to their analysis by offering a focused perspective on that representation in the two texts (such as a personal, philosophical, social, political or cultural focus) and their connections to each other. This focus is to have suitable scope for the conditions of the task
- position the audience to think about the representation in the two texts in particular ways through using generic conventions and a range of textual features
- add to ongoing, informed and public 'conversations' about representations in texts
- respond in written form for a public audience which may be suitable for print or online media publication, such as an article, blog, essay or column.

Prescribed texts commonly used

The following prescribed texts are the most used for this internal assessment.

Identified high use	Identified medium use	
<i>The Great Gatsby</i> — F Scott Fitzgerald <i>Fahrenheit 451</i> — Ray Bradbury <i>Frankenstein</i> — Mary Shelley <i>The Crucible</i> — Arthur Miller <i>Nineteen Eighty-Four</i> — George Orwell	<i>Blade Runner</i> — Ridley Scott <i>The Cellist of Sarajevo</i> — Steven Galloway <i>Persepolis: The Story of a Childhood</i> (graphic novel) — Marjane Satrapi <i>Cosi</i> — Louis Nowra <i>Never Let Me Go</i> — Kazuo Ishiguro	<i>The Arsonist</i> — Chloe Hooper Short stories by Tim Winton <i>The Martian</i> — Andy Weir <i>Burial Rites</i> — Hannah Kent <i>Black Diggers</i> — Tom Wright <i>The 7 Stages of Grieving</i> — Wesley Enoch and Deborah Mailman

Text pairings teachers suggested at 2025 HoD forums

Prescribed text list text	Suggested text pairing	Conceptual focus examples*
<i>The Great Gatsby</i>	<i>Crazy Rich Asians</i> (film) <i>Brooklyn</i> (film) <i>Park Avenue: Money, Power and the American Dream</i> (film) <i>Hidden Figures</i> (film) <i>The Pursuit of Happyness</i> (film) <i>Erin Brockovic</i> (film) <i>The Social Network</i> (film) <i>Mad Men</i> (television series) <i>The Castle</i> (film) <i>Suits</i> (television series) <i>Little Miss Sunshine</i> (film) <i>The Greatest Showman</i> (film) <i>Parasite</i> (film) <i>Slumdog Millionaire</i> (film)	<ul style="list-style-type: none"> • aspiration and class • the American vs Australian Dream • identity and gender expectations • obsession with success • class and power in modern capitalism • materialism • corruption • performative identity • subcultures
<i>Frankenstein</i>	<i>Ex Machina</i> (film) 'The arrival of the bee box' — Sylvia Plath (poem) <i>Jurassic Park</i> (film) <i>Blade Runner</i> (film) <i>Terminator 2: Judgment Day</i> (film)	<ul style="list-style-type: none"> • artificial intelligence • manipulation and ethics • scientific advancement and morality • consequences of unchecked ambition • creation and fear • control
<i>Fahrenheit 451</i>	<i>Blade Runner</i> (film) <i>V for Vendetta</i> (film) <i>The Truman Show</i> (film) <i>Hidden Figures</i> (film) <i>The Giver</i> (film) <i>The Hunger Games</i> (film)	<ul style="list-style-type: none"> • power • censorship • resistance • surveillance and conformity • emotional disconnection • mediated reality

Prescribed text list text	Suggested text pairing	Conceptual focus examples*
	<i>Black Mirror</i> 'Fifteen million merits' (television episode) <i>Children of Men</i> (film) <i>The Book of Eli</i> (film) <i>The Social Dilemma</i> (film) <i>Footloose</i> (film)	<ul style="list-style-type: none"> • censorship by distraction • rebellion • loss of hope • authoritarianism • free will • knowledge as power • destruction vs preservation of culture
<i>The Crucible</i>	<i>Blade Runner</i> (film) <i>Never Let Me Go</i> (novel/film) <i>Stranger Things</i> (episode from television series) <i>Edward Scissorhands</i> (film) <i>Spotlight</i> (film) <i>The Dressmaker</i> (film) <i>Good Night and Good Luck</i> (film)	<ul style="list-style-type: none"> • mass hysteria • power and control • scapegoating • individual vs society • authority • morality • institutional corruption • truth and power • revenge • gender politics • collective guilt • exclusion
<i>Nineteen Eighty-Four</i>	<i>Blade Runner</i> (film) <i>Truman Show</i> (film) <i>The Matrix</i> (film) <i>The Handmaid's Tale</i> (television series) <i>Never Let Me Go</i> (film) <i>Gattaca</i> (film) <i>V for Vendetta</i> (film) <i>Cleverman</i> (television series) <i>Four Corners</i> episode (television documentary series)	<ul style="list-style-type: none"> • artificial humanity • existential identity • ethical progress • emotional autonomy • freedom • human dignity vs control • commercialism • surveillance • authoritarianism
<i>The Cellist of Sarajevo</i>	<i>Life is Beautiful</i> (film) <i>The Book Thief</i> (film) <i>Jojo Rabbit</i> (film) <i>The Pianist</i> (film)	<ul style="list-style-type: none"> • survival and resilience • civilian experience of war • powerlessness vs hope • memory and trauma • homeland and displacement • innocence in war
<i>Persepolis: The Story of a Childhood</i>	<i>The Kite Runner</i> (film) <i>Billy Elliot</i> (film) Ali Cobby Eckermann (poetry) Ali Alizadeh (poetry) <i>The Diary of Anne Frank</i> (play/film) <i>Freedom Writers</i> (film) <i>Little Women</i> (film)	<ul style="list-style-type: none"> • coming of age under oppression • innocence • fear • education as resistance • marginalised youth • finding voice • feminine identity • trauma and renewal
<i>Cosi</i>	<i>One Flew Over the Cuckoo's Nest</i> (film/novel) <i>Silver Linings Playbook</i> (film) <i>We Are All Completely Beside Ourselves</i> (novel) <i>Girl Interrupted</i> (film) <i>Little Miss Sunshine</i> (film)	<ul style="list-style-type: none"> • social prejudice • isolation and misfits • redemption and human connection • mental health • control • nonconformity • female experience in mental institutions • social judgement • institutional power • emotional vulnerability • stigmatised illness
<i>Never Let Me Go</i>	<i>Gattaca</i> (film) <i>Blade Runner</i> (film) <i>Frankenstein</i> (film) <i>Her</i> (film) <i>The Island</i> (film) 'What makes us human?' (TED talk/essay)	<ul style="list-style-type: none"> • ethics and science • human worth • identity and destiny • suppressed individuality • love • identity and intimacy in a manufactured world • human ethics in science • exploitation • 'What makes us human?'

Prescribed text list text	Suggested text pairing	Conceptual focus examples*
<i>The Arsonist</i>	<i>The Dry</i> (film) 'Black summer' (<i>Four Corners</i> episode) 'My country' — Dorothea Mackellar (poem)	<ul style="list-style-type: none"> • moral ambiguity • guilt and justice • truth and community responsibility • trauma and suspicion in rural towns • ecological crisis • communal responsibility • Australian landscape • environmental and national identity
<i>The Turning</i>	'Aftermath' — Kirli Saunders (poem) <i>Four Corners</i> episode (television documentary series)	<ul style="list-style-type: none"> • fragmented narrative of loss and reconciliation • community trauma
<i>The Martian</i>	<i>Cast Away</i> (film) <i>Interstellar</i> (film) <i>Avatar</i> (film)	<ul style="list-style-type: none"> • survival • alienation • climate change • preservation
<i>Ali's Wedding</i>	<i>Inheritance</i> (play)	<ul style="list-style-type: none"> • intercultural tensions • belonging and responsibility • rural Australia • generational divide
<i>Burial Rites</i>	<i>The Crucible</i> (film/play)	<ul style="list-style-type: none"> • representations of women • superstition • power and control • historical fiction • coercion
<i>Black Diggers</i>	<i>Anzac Girls</i> (television series) Ali Cobby Eckermann (poetry) <i>High Ground</i> (film) <i>Hidden Figures</i> (film)	<ul style="list-style-type: none"> • silenced histories • representation and remembrance • colonial legacy • national mythology
<i>The 7 Stages of Grieving</i>	<i>Smoke Signals</i> (film) <i>Unfinished Business</i> (documentary)	<ul style="list-style-type: none"> • cultural survival • resistance and mourning • identity and intergenerational trauma • healing through narrative • Indigenous storytelling • land rights • protest and historical memory • identity

* While teachers mentioned these conceptual focus examples for study, they are not necessarily applicable to all the pairing options listed. Please consider the focus for the pairing carefully when preparing for endorsement, to ensure that each option presented to students is equally applicable (or explored by) both texts of the pairing.

Resources

- *English General senior syllabus 2025 v1.3*. www.qcaa.qld.edu.au/senior/senior-subjects/syllabuses/english/english
- *Prescribed text list: English and EAL 2026-2029*. www.qcaa.qld.edu.au/downloads/senior-qce/english/snr_english_eal_prescribed_texts_list_2026-29.pdf

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au.

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