HSC hub – English

**Year 12 English Standard – Module C – The Craft of Writing**

Student support session - staying focused on the module - part two

## Resource booklet

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## Required materials

Please ensure that you have:

* your assessment for Module C
* this resource in a soft or hard copy
* access to the 2019 HSC marker feedback, the 2019 examination paper and the specimen paper [educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017)

## Module statement – The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past, as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

**Note***:* Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

[English Standard Stage 6 Syllabus](https://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.

### Activity 1 – I predict

Marker feedback helps you self-reflect and set personal learning goals.

1. Write a short prediction outlining areas you think students did well in and areas you think students needed to improve in 2019.

### Activity 2 – I used to think but now I think

1. Complete the sentences below reflecting your new learning:
	1. I used to think…
	2. But, now I think …

### Resource 1a – tracking your thinking and learning

#### 2019 HSC marker feedback – question 8 (a)

[English Standard 2019 HSC Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack)

Question 8 (a)

Create a piece of imaginative, discursive or persuasive writing that ENDS with the provided image. 12 marks​

Students should:

* address both parts of the question
* use the mark allocation as a guide to the allocation of time for each part of the question
* be aware of the real and imagined audiences of both parts of the question.

#### Activity

I used to think…

But, now I think ….

### In better responses, students were able to:

* use the stimulus in an integrated way at the end of the response
* use the stimulus in interesting ways, including metaphorically
* sustain the engagement of the reader
* shape the features of their chosen form (imaginative, discursive or persuasive)
* use a range of language devices and stylistic features
* demonstrate confident and sustained control of language
* demonstrate effective use of voice.

#### Activity

I used to think…

But, now I think ….

Areas for students to improve include

* using the stimulus in a way that is cohesive
* writing creatively and avoiding predictability
* showing awareness of context by using appropriate content and subject matter.

[English Standard 2019 HSC Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Right, let’s write

The following resources are designed to help you practise writing at home. Some may already be familiar to you while others might be brand new. The intention with these resources is that you build up to writing under examination conditions at home.

### Activity 3 – using a stimulus in a creative and cohesive way

1. Look at the stimulus image and brainstorm up to 8 ideas on how you could use it to compose a text (imaginative, discursive or persuasive). Identify which two ideas you think are the most creative and/or conceptual while still being an idea you feel capable of composing.

Image 1 - [Tunnel](https://pixabay.com/photos/tunnel-father-son-manipulation-2897375/) by Minhaz000 is licensed under [CC0](https://pixabay.com/service/license/). The original version can be found on [Pixabay](https://pixabay.com/users/minhaz000-3458932/)



Idea 1:

Idea 2:

Idea 3:

Idea 4:

Idea 5:

Idea 6:

Idea 7:

Idea 8:

My top two ideas are:

Number 1:

Number 2:

### My plan for activity 3

In the space below identify the type of text you will be writing and then identify your form, audience, purpose and context. Then, begin drafting a response.

Type of text (persuasive, imaginative, discursive or a hybrid):

Form:

Audience:

Purpose:

Context:

### My response

(Insert extra pages if you are using this as a hard copy)

### Resource 1b – tracking your thinking and learning

#### 2019 HSC marker feedback – question 8 (b)

[English Standard 2019 HSC Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack)

Question 8 (b)

(b) Explain how your study of the craft of writing has enabled you to create an engaging piece of writing. In your response, make detailed reference to your use of language in part (a). 8 marks

In better responses, students were able to:

* clearly articulate the purpose of their writing in Part(a)
* clearly explain the language and stylistic choices used in Part (a) with relevant detail
* effectively analyse their purposeful use of language and style in Part (a)
* make strong links between the study of The Craft of Writing and their own writing
* demonstrate confident and sustained control of language.

#### Activity

I used to think…

But, now I think ….

Areas for students to improve include:

* emphasising the analysis of their own writing rather than focusing on the prescribed texts from The Craft of Writing
* making a clear opening statement to introduce their reflection, rather than writing a long paragraph
* using a strong personal voice
* reflecting thoughtfully on the ways they have used language and style techniques
* using quotations from their own work to exemplify their explanation being specific rather than general.

#### Activity

I used to think…

But, now I think ….

[English Standard 2019 HSC Exam Pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

### Activity 4 – I used to think … but, now I think …

1. Now you have listened to the HSC marker feedback for question 8 a and b complete the sentences below reflecting your new learning:
	1. I used to think…
	2. But, now I think …

### Activity 5 – what makes you say that?

If you have your Module C assessment handy, and this task required you to reflect on your compositional process, identify the quality of the reflection you have provided and support these observations with evidence from your writing. It’s important you keep in mind the general aspects of the HSC maker feedback. We know the tasks are not the same, we are asking you to think big picture in terms of the features of quality reflection.

1. What’s going on?
2. What do you see that makes you say that?

## Quick case study 3

Choose one of your prescribed texts to use for this activity:

1. How would you "make strong links between" your study of the prescribed text in Module C, and your own writing?

Hint: check the marker's feedback carefully for points that would help you do this well. Which points did you choose?