# English Standard transcript

(Duration: 19 minutes 8 seconds)

(soft music)

Welcome to the HSC Hub student support sessions. This resource focuses on English-Standard Module C, The Craft of Writing. The aim is to provide students with a little extra support in their preparation for trial and all HSC examinations.

As a student, it's important that you do not see this resource as a substitute for the coursework you have been completing with your teacher and peers. This is a review resource and it will work best under the guidance of your teacher, but may also be used independently to remind you of the key direction and concepts of the module. It's important that you continue to engage with and revise your class content, so that you can perform at your best over the coming months.

Acknowledgement of country. I would like to pay my respect and acknowledge the traditional custodians of the land on which this meeting takes place and also pay respect to elders both past and present.

Welcome to English Standard Module C, The Craft of Writing. This session focuses on helping you to stay focused on the module. This is part one of a three part series. In part one, we will help you to review the requirements of this module. We will focus on key ideas and then provide you with an opportunity to apply this knowledge in relation to your prescribed texts and writing stimulus.

[Slide reads:

If using in a classroom context you may like to:

* View the recording and pause and discuss key ideas with the students during designated times
* Add your own ideas, resources and/or sample questions to the resource booklet
* Allocate sections for students to view as flipped learning and then co-construct modelled, guided and then independent responses]

This resource can be used by teachers with their classes or by students revising in their own time. For teachers, there are a few different ways you might like to engage with the material and activities with your class. You might like to view the recording together and pause and discuss the key ideas or activities with your class during the designated times These designated times are indicated through the cue, pause the clip here. You may like to download the resource booklet and add your own ideas, resources, and/or sample questions, and then share this with your class. You might also like to allocate sections for students to view and complete as a flipped learning experience. And then co-construct modelled and guided responses together as a class. This can help students feel even more confident, as they continually construct independent responses.

[Slide reads:

If using this resource at home independently you will:

* Need a copy of your previous assessment for this module
* (if we decide) a copy of the student booklet either hard copy or digital
* Access to the 2019 HSC marker feedback, the 2019 examination paper and the specimen paper (all found by searching: NESA English Standard or <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>) ]

For students engaging with this resource in their own time, we recommend you have ready access to the following resources, as they will help you engage deeply, reflect on your learning during the HSC year and refine your ideas and understanding. Ensure you have a copy of your previous assessment for this module and the feedback you were provided. By now, you might have actioned this feedback and liaised with your teacher about how you can continue developing your understanding and addressed any areas of concern. Please make sure you have either a soft or hard copy of the resource booklet and you have ready access to the 2019 HSC marker feedback, the 2019 examination papers and the specimen paper. We will show you where to access this material provided by the New South Wales Education Standards Authority also known as NESA, just in case you haven't already accessed this content. As a handy tip, if you search using NESA English Standard, the first option should take you to the English Standard page of the NESA website.

This resource contains five parts. This is the end of part one, the introduction to the resource. In part two, we will engage with the module statement and connect you with other key documents. In part three, we will explore the 2019 HSC marker feedback for module C. In part four, we will unpack a sample question and then we will finish in part five by exploring a sample response.

[ Slide contains an image of the NESA English Standard Stage 6 Syllabus website page]

The NESA website contains a wealth of useful information that can assist you with your examination preparation. Make sure you're in the correct page for the course that you're studying. And for this session, we're focusing on Module C Standard. Scroll down and you'll come across the little icon glossary.

The glossary is a really useful tool to help you unpack any difficult or confusing language that you are coming across, when you're examining key documentation, scroll a little further and you'll see the assessment and examination materials clip. If you haven't viewed this yet, we highly recommend that you do so.

Scrolling a little further and you will come across the sample examination materials for paper one, for paper two, the sample examination format for paper one, and also for paper two. Scrolling a little bit further, and you will see that there is the annotation of text document for Module C. This is a really useful document to explore, particularly when it's about your initial, exploration of prescribed texts, because it contains some really clear outlines of why these texts have actually been chosen for study. Scroll a little bit further, and you will see that there's a parent guide to the new stage six courses, but there's also this absolute gem, which is the Module C, The Craft of Writing frequently asked questions and examination information document. Within this page is also the past HSC examination papers and select the banner HSC exam papers. Here you will see that there is the English Standard 2019 HSC exam pack.

Engaging with the module statement. This helps you keep the module ideas and requirements at the centre of your thinking. If possible, it's a great idea to work with a peer, so you are able to share ideas. Hearing, reading, and then discussing and even debating information, can help you develop a deeper understanding of the content and key ideas.

(soft music)

[Animation with text that reads:

Let’s take a moment to connect to three essential documents provided by the NSW Education Standards Authority (NESA).

NESA – A glossary of key words

NESA – English Standard glossary

Module C – Frequently asked questions

You will find the links for each of these in your participant booklet. Any time you come across a word that’s unfamiliar to you it is worth checking out these documents.

Key words within examination questions

Understanding the module

Helping you to unpack types of texts

If you haven’t visited these webpages before, it’s worth taking the time to examine their content.]

Here we have provided the complete module statement. This is also in the resource booklet. We won't be reading through this in its entirety right now, we'll be exploring key sections and providing you with time to reflect and engage with these ideas through structured thinking routines. If it has been a while since you read this, we highly recommend you take the time to read and annotate. You might like to use the annotation guide provided in resource one, at the resource booklet.

It's important you understand all of the terminology utilized within the module statement and can utilize appropriate synonyms and antonyms. As you will find and may already be well aware, it's often the synonyms that find their way into examination questions. Shortly, you will hear the cue, pause the clip, and this indicates that you haven't activity to complete. Within resource three, there is a note making system called the Cornell system. If you do not already have a system to help you create structured notes, you may want to view the information clips provided within the resource and utilize this system each time you engage with a new resource. Combining the steps involved in annotation with note making can be an excellent strategy for developing a deep understanding of a topic or text. Don't forget to do some research after this, if you have any questions, so you develop answers that help you continue learning. This is also a system you can take with you, beyond the HSC and beyond subject English. Don't forget to pause the clip now and explore resources one, two, and three.

How did you go with the annotation and/or note making system? You might have noticed how simple they were to use and how easily they could be used in other subjects. Simple systems are the easiest to remember and follow.

[Slide reads:

Module statement part 1: Unpacking key terms in the statement

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. ]

This is the second paragraph of the module statement with the text on the screen, I really only want you to focus on what is red. Let's start with the first, wide reading. This is essential. And if you are stuck on where to actually find other short challenging texts to explore, start by checking out some of the other prescribed texts for this module. Particularly texts that are different type of texts to the ones that you have studied.

Now, the next two, models and stimulus. What do these actually mean for you as a student? Sometimes it's nice to have a reminder. As models, these texts have been chosen because of the composer's creative, complex and imaginative approach to their writing. You might like to follow along with an idea or imitate aspects of the text to help you with your own experimentation. Great composers for hundreds of years have been using the works of their predecessors as both models and as inspiration.

Now, thinking about the texts' stimulus, here, we want you to think about the reaction that is evoked within you. What ideas or issues does this text lead you to think about? What aspects of style or form are you inspired to explore further? This can help you develop your own ideas as well as help you hone your written expression. Using these texts as models and stimulus, will help you use language in a variety of ways, be creative and imaginative and in turn, appreciate the power of their language. This play can strengthen your skills and help you craft your own compositions for a range of purposes, audiences, and context. Sometimes it's easy to forget that at the heart of this module, is crafting your own writing, and the best way to do this, is to experiment and to reflect.

[ Slide reads:

Connecting with your texts :Brainstorm

1. What do you appreciate about this text?
2. Identify 2-3 sections of the text that resonate (really connect) with you? Why?
3. When you read this text aloud, which sentence feels the most powerful? What language devices were used to create this impact?
4. Is this effect created by word choice, syntax (sentence structure) and/or grammar?
5. Pick one aspect of the text and continue writing, make it your own but celebrate that feature you liked.]

You have spent a little time thinking about these texts, as models and stimulus for this next activity, we would like you to spend some time reading and writing about and in response to your favourite of the prescribed texts for this module, pause the clip and complete each activity. You will also find this information at the start of resource four, in the participant booklet.

[Slide reads:

Module statement part one: Unpacking key terms in the statement

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.

* Examine
* Analyse
* Describe
* Appreciate
* Use
* Evoke
* Shape
* Share ]

The verbs in blue [blue words are the words listed in point form below the statement] can provide you with a way to approach your exploration of texts within Module C. As well as a way to think reflectively about your own writing. When we examine a text carefully and think deeply about purpose, audience and context, this lends itself naturally to analysis of its form and features by pulling a text apart step by step, we can appreciate the way the composer has described people, places, events or experiences, and then begin to realize, how this use of language, evokes an emotion in you as a responder, how they have shaped a perspective or shared a particular vision of the world. Pause the clip here and examine one of your prescribed texts while using resource four in the resource booklet.

[Slide reads:

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

* What is the purpose and context of the text?
* How do you know (identify evidence from the text)?
* Identify and evaluate the composer's use of one specific language feature that has been used to achieve that purpose.
* Brainstorm some ideas for a response you could write. You might like to maintain a similar purpose but have a different context and use the same language feature.
* Write non-stop for 5 minutes.]

How did you find resource four? We hope you can see how this general structure, can be applied to prescribed texts, your own wide reading and your own reflection. For this next activity, we would like you to choose one of your prescribed texts and complete each of the questions. This is also outlined in the resource booklet, and it is titled Quick case study one. This is a mini version of resource four, and it's an excellent way of honing in on a particular aspect of a text. And it guides you towards structured experimentation, pause the clip and spend some time completing this task.

[Slide reads:

Module statement part two: Unpacking key terms in the statement

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. ]

Welcome back, we hope that little activity, has helped get you thinking about and using specific language forms or features. Again, here we are just focusing on the words in red. Words like appreciate, analyse, assess, and appraise, all highlight that you are required to make a judgment about the qualities of these texts, to be able to judge a text qualities, it's important that you brush up on your knowledge of the types of texts set for study. This includes being able to identify and most importantly use the conventions of the imaginative, discursive and persuasive. While these are particular types of texts, there are also particular forms, and if you are stuck and you're not sure of the difference between the type of a text and its form, you might want to have a look at the information we have provided you, in the resource booklet.

[Slide reads:

Module statement part 2: Unpacking key terms in the statement

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. ]

As you'll be well aware, a core aspect of this module is reflection, but why? What's so important about reflection? Well, a great deal, actually. It's really important for the development of your knowledge, skills and understanding. There's a significant body of research that highlights the positive impact of looking back on your work, thinking critically about your process and learning from these experiences. That word recursive is also a core part of this process. And an easy way to think about this is structured repetition, the act of planning, drafting, reviewing, editing, and refining each of your compositions. Engaging in a recursive process of writing with each type of text, could help you expand your ability to apply your knowledge of various textual forms and their features.

[Slide reads:

Stop and think: Identify and experiment

* What types of texts have you written and read so far?
* For each type of text identify 3 of its conventions: persuasive, discursive or imaginative.
* Use this image as stimulus and craft the opening of a persuasive, discursive and  imaginative text.
* What form did you write in for each type?
* Identify the conventions used and explain their purpose.
* Explain what you were trying to achieve and then identify areas you like to improve]

Regular experimentation with writing different types of texts and identifying specific features as you were using them, will help expand your vocabulary, so you are able to clearly reflect on, your process and purpose. For example, you might want to write a persuasive piece, where your purpose is to convince your peers to take environmental issues more seriously. Persuasive is your type of text, but your audience and context will likely impact your form. And here you might opt for a speech that you'll deliver at an assembly, a post for social media or a feature article for your school newspaper. As you can see, each of these forms has its own conventions and can be used in many ways, depending on that purpose, audience and context, pause the clip here and spend some time reflecting on your writing so far, spend some time experimenting and then set yourself some writing goals.

[Slide reads:

Module statement part 3: Unlocking key terms in the statement

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.]

Once again, the words in red, highlight the expectation that writing will be a recursive process. You will engage in pre-writing, where you will read research, compile ideas, and experiment with these different ideas. You will draft, revise and then edit these responses. Self-correcting your syntax, spelling, punctuation and grammar. During this process, you will be reflecting on how and why you have used certain forms and features.

[Slide reads:

Module statement part 3: Unlocking key terms in the statement

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.]

Some of the language forms and features you might identify in the writing of others and experiment with in your own writing include imagery, rhetoric, voice, characterization, point of view, dialogue and tone. Your use of these will depend on your purpose and your audience. If for example, you are writing a discursive speech for a youth podcast, and you're exploring your writing process, you are likely to find yourself using very specific rhetorical devices. You're also likely to have adopted a particular point of view, and then in turn a certain voice and tone. This then lends itself to the use of specific descriptions within your imagery. While this is just an idea to get you thinking, we hope this comprehensive reconnection with the key ideas of the module gives you some ideas to explore further.

[Slide reads:

Quick case study #2: Choose one of your prescribed texts to use for this activity:

Let's use a Harvard Thinking Routine to apply our thinking to one of the prescribed texts:

Connect-extend-challenge.

1. What connections can you see between the rationale statement and the text?

2. How has your thinking been extended in new directions by one point in the module statement?

3. What is challenging in your chosen text in light of the module statement?]

Let's use a Harvard thinking routine to apply our revision of the module to one of your prescribed texts, pause the clip and complete connect-extend-challenge.

Before we look at some specific examples from the specimen paper and the 2019 HSC, we want to show you one example of the importance of thinking of the module statement in a number of ways, the module statement requires you to explore texts as models and stimulus, as is highlighted in the blue box on the left. And the significance of this, is made clear in the specimen paper, where you're asked to explain how your writing was influenced by a specific text or a feature of a text as is highlighted by the content in the blue box on the right hand side of the screen.

So as you're preparing for your trials and HSC examination, don't forget to be nimble, know the module statement, but don't be trapped by it. Get use to other ways of expressing the same thing. One way of experimenting with this, is to actually create your own examination papers and share these with your peers. You can also get your teacher to give you feedback on the examination questions you create.

Thank you for engaging with part one, make sure you explore the rest of this resource. We will guide you through the 2019 HSC examination marker feedback, and we will explore a few student work samples.

(soft music)

End of transcript