# English Standard – Staying focused on Module C- part 2 transcript

(Duration 27 minutes)

(soft music)

Welcome to the HSC Hub, student support sessions. This resource focuses on, English Standard Module C: The Craft of Writing. This is part two of this resource. And in this resource, we will be exploring the 2019 HSC marker feedback. If you haven't already completed part one, we highly recommend you do so before commencing part two.

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 part two of the session, staying focused on the module. In this section, we will help you review the requirements of the module in relation to the HSC marker feedback from 2019. As we said in part one, this resource can be used by teachers with their classes or by students revising in their own time. We have a few recommendations on the screen. If you are a teacher, utilising this resource with your class.

[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]

For students engaging with this resource in their own time, we recommend you have ready access, to the student resource booklet for part two, and the NESA HSC marker feedback.

[Slide reads

If using this resource at home independently you will:

* your assessment for Module C
* 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>) ]

This is the end of the introduction to the resource. In part two, we will highlight some teacher feedback about the module. We will then explore the feedback for question eight a and there are thinking routines and writing activities for you so you're able to apply your learning. Make sure you have your resource booklet handy. The final section, will explore the feedback for question eight b and again, give you the opportunity to apply your thinking.

[Slide reads:

What we love about Module C-The Teacher’s perspective – we get to …

* appreciate the skills and knowledge students have gained
* explore the interesting perspectives students present
* explore the creative ways students approach their writing
* see the clever engagement with audience and experimentation with language features
* appreciate the diverse ways a question can be approached.]

Before we get stuck into the 2019 HSE marker feedback, we wanted to share with you some insights from a few teachers. They let us know the reasons they love supporting students through this module. And this gives you a glimpse into the opportunities available to you. They said, Module C is probably one of the most enjoyable sections to teach and mark. It's an opportunity to see and appreciate the skills and knowledge students have gained throughout their years of schooling. We are exposed to interesting perspectives and creative ways of thinking. Students are able to showcase their talents through the crafted responses and in forms they are often most comfortable writing in. There are a variety of ways for students to access marks in this section, there is no right way into a question. And this means, that they are invited to engage their audience using techniques they have learnt or been inspired to use because of the study of their prescribed texts, as well as their own independent reading. It really is a module, that allows students to experiment and play with their writing. In the HSC examination, this is an opportunity for students to showcase these writing skills that they've been developing.

2019 was, as we know, the first iteration of the new HSC examination. It is vital that we examine that first experience closely. And in this section, we will explore the 2019 marker feedback. We will focus on what students did well and areas where there could have been improvement. This is a really useful tool for you to reflect on your own writing and in turn identify areas of strength and your own areas of improvement.

It's extremely important to examine marker feedback as they provide useful guidance. They remind you of the features of strong responses and areas for general improvement. This can in turn help you self reflect, and then set yourself some revision plans. Usually, there's a clear reminder about the importance of unpacking the question so you meet the requirements and in turn avoid common pitfalls.

[Screen navigates the NESA English syllabus page]

Now we are going to look at the 2019 HSC marker feedback. And where you can access this, is at the NESA website for English Standard Stage 6. As you can see on the screen I'm at that page now. And when you scroll down from this section of the page, right down to the bottom, you will see the little ribbon titled HSC Exam Papers. Select that ribbon, and you will see that the English Standard 2019 HSC Exam pack is there. Select that option. A new page will open for you and here you can download each of the papers from last year. You can also access the HSC marker feedback. I'm going to open the English Standard HSC exam paper two right now. And I'm going to show you that question from last year that we're going to be talking about. Now, this is really what your HSC is going to look like this year as well. Please make sure that you are really familiar with the layout of the paper, where each section is, where the questions are for the texts that you have studied. It's really important that when you are answering your questions, you are answering the question for the text that you have explored. Now, Section III: Module C The Craft of Writing. This is the question that we're going to be discussing in relation to the marker feedback. If you haven't spent any time having a look at the 2019 HSC paper, it's a really good idea to do so.

So the feedback is contextualized, we will now read the 2019 HSC examination question for section three.

Question eight, twenty marks, create a piece of imaginative, discursive or persuasive writing that ends with the provided image. Twelve marks. 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. Eight marks. Pause the clip and spend a moment making a few notes outlining what you think students would have done well in 2019 and what you think students could have improved upon. This activity is activity one in your part two, resource booklet.

We can't all be like the elephant and remember just about everything. So we have created a section for you to keep a record of your thinking as you listen to each piece of advice. In your resource booklet, there is a section titled Resource one a, tracking your thinking and this is for question eight a. And then, there is Resource one b, for question eight b. After each slide where we unpack the feedback, take a moment and outline what you used to think and how that information has changed your thinking. At the very end of the marker feedback, there is one final thinking activity where you will outline your changed thinking overall.

Let's start with the general feedback. Some of these things are probably going to sound like common sense. If a section has more than one part, then you need to address both parts of the question. The marks are there to indicate what each question is worth, but they also give you a really good guide to the time that you should be giving to each part of the question. When it comes to your writing, you have this imagined audience in mind. You're thinking about your purpose, you're thinking about your context. And when you are crafting those persuasive, discursive imaginative, or maybe even a hybrid approach, it's also important to think about the real audience. The person on the other side of that paper, the person who's actually marking it. The context for this is your examination, this is your HSC. This is the time to showcase your strengths, your ability to think creatively and imaginatively. This is really not the time to explore material that would be considered offensive. And a good rule is that if it would find its way into an M.A movie, then it's probably best to avoid it.

[Slide reads:

Markers' feedback on question 8 (a)

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

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
* shape the features of their chosen form (imaginative, discursive or persuasive)
* sustain the engagement of the reader
* use a range of language devices and stylistic features
* demonstrate confident and sustained control of language
* demonstrate effective use of voice.]

One of the first things the feedback highlights is the importance of unpacking the questionso you understand the expectations. Strong responses can use the stimulus in interesting ways, including metaphorically. This means that you are able to shift away from using a pre-prepared response with superficial links to the stimulus, and instead build an authentic response around the stimulus. Now, there are many different entry points, and you need to think about the potential of the stimulus. Taking a minute to brainstorm ideas is a very helpful part of the planning process. It allows you to think about the purpose of your piece, form clear ideas that will give depth to your writing, and then plan how these will engage readers and sustain that engagement. In better responses, students carefully shape their responses using their chosen form effectively. Students who are able to do this are the ones who have practiced writing in a variety of forms using different stimuli. This practice helps expand your writing toolkit and ensures you are able to effectively shape the type of text you are writing.

Speaking of your toolkit, when you think about language features or stylistic devices, what are your go-to-tools? Remember that there are lots of things that make up language features, these are all the things that allow us to make meaning. From sentence structure, noun or phrase groups, the vocabulary we use, the punctuation we choose, or the figurative language we create to bring our writing to life in the head of a reader. Stylistic devices, connect to how you arrange these language features to shape meaning. Style can be particular to you, it can also be particular to your context. And these are often shown through stylistic features like narrative viewpoint, the structure of your paragraphs, or the way you use figurative language within a piece. And of course, these are just to name a few.

In your writing it's important to stay true to your chosen context. The piece should be a genuine reflection of this, whether it be through setting, language, characterisation, values, or beliefs. Being a confident writer, means being able to use language forms and features accurately and with control, and you can avoid becoming predictable by shifting your thinking and finding clever ways to construct your response. Try looking at ideas through different perspectives, manipulating your response in interesting ways. And you can create a variety of narrative voices and use the equipment in your toolkit purposefully. There are many ways this can be done. And if you've created a few characters, make sure you know their worlds inside out, put that character in a dystopian narrative, have them deliver a passionate persuasive speech. Take them back in time and have them writing a discursive letter where they're musing over the power of words. You can prepare for this section but you need to be nimble, playing in this way can help you craft effective use of voice, as you be playing with context while thinking about purpose.

Now, we would like you to pause the clip and give yourself some time to process the large amount of information you have just heard. To assist this processing, we recommend completing the activity two in your resource booklet. This is a thinking routine and it is designed to support the recognition of a change in thinking. I used to think... but now I think... allows you to reflect on what you have learnt.

[Slide reads:

Question 8 (a) continued.

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.]

Now let's talk about the areas for improvement. The word cohesion highlights that the stimulus must be clearly part of the whole piece, it must be an important part of the response. Keep in mind that if the question asks you to create a piece of writing that ends with the stimulus, then this is what you must do. This instruction means it is highly likely, it will be part of the marking criteria and thus it needs to be addressed. If you've come in with a pre-prepared response and you haven't adapted aspects of that to different stimulus, then this is likely to cause you problems. It will mean that you may not be able to think flexibly, and you may write something that is very predictable. An effective piece, finds ways to make this stimulus an integrated part of the response rather than a tack on. Ask yourself, have I read this exact conflict and plot in lots of other stories? Then if the answer is yes, then focus on what you can do differently. And as I said earlier, remember your imagined and real contexts. If the content would be considered offensive or inappropriate and find itself in an M.A movie, then your HSC examination is unlikely to be the moment to explore this content. If some of these things aren't clear to you already, when we unpack the sample responses in the next part of this session we will highlight a few ways that you can use a stimulus cohesively. You can avoid predictability, and you can use purpose and form in a variety of ways while being aware of context.

Have you outlined some new thinking within Resource 1a, don't forget to pause the clip and make some notes.

Before you dive into writing and responding to a specific stimulus, we want to remind you that when a text has cohesion it means that the different parts of it work together. They link and flow paragraph after paragraph, idea after idea. In the exam context, it is important that the stimulus, if you are asked to respond to one, is not used in a tokenistic manner, you know, dropped in at the start and then forgotten about. It needs to play a key part in your response. This can be achieved through identifying key elements within these stimulus and weaving those into your text. Making sure there is some connection in each paragraph. You could identify a key element, or the stimulus as a whole. It could act as a motif or a symbol that runs through the text. Using the 2019 HSC image of the alleyway covered in colourful street art and graffiti, you could keep referring to the colours or images or use the light and darkness throughout your piece. You could use the pathway or the journey motif or characterise the setting. The key point here, is that you are forging a clear response.

Right, let's get writing and play with using a stimulus in a creative and cohesive way.

Research shows that your most creative and original ideas when you brainstorm, are numbers four to six. The first couple are predictable and what many people will come up with. After about six they become a little too forced, crazy and are hard to maintain. If you want to go with a more predictable idea, how can you make it original and creative? We're going to give you exactly one minute to brainstorm a list of ideas in response to the stimulus. This is activity three in your resource booklet, you have space to brainstorm and then write a plan. Ready? Let's brainstorm.

Don't forget to pause the clip here and set yourself a timer and give yourself one minute, to brainstorm. (soft music)

How did you go? What were some of the ideas you came up with? Did you think at all about siblings exploring? How could you make that idea original and creative? If you did. Did you think about a homeless family taking shelter? Again, how could you make this original and creative, if you did? One way is that you might explore the tunnel as representing a person's hopes and fears. Their worries about the future, but still looking for the light in the darkness. You could also have a person walking through the alley, connecting with different items and objects along the way. Maybe they come to a realisation as they get to the end. How could each of your ideas be developed into an imaginative, discursive or persuasive response? Pause the clip here and reflect on your ideas and identify your two favourites. Spend some time developing these ideas into an imaginative, discursive or persuasive response. Now we will move on to the feedback for part b, of question eight.

[Slide reads:

Markers' feedback on 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. eight 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.]

In part b, the better responses opened with a clear outline of the purpose behind their writing. They were detailed and specific about the decisions they made in terms of the form of their writing and the language and stylistic features they used. They were also able to self-analyse because they were very familiar with these features in terms of their own writing. But they were obviously very familiar with the Module C texts they were discussing. This familiarity and knowledge helps these students write in a confident and sustained manner. This means they were writing with authority about their own pieces.

Have you outlined some new thinking within Resource one b? Don't forget to pause the clip and make some notes.

[Slide reads:

Question 8 (b) continued.

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
* reflecting thoughtfully on the ways they have used language and style techniques]

It is important to acknowledge that reflection under examination conditions is a challenge. But just as you would approach a critical response with a clear purpose and form in mind, this also applies to this aspect of Module C. Reflections are an interesting part of this paper. The expectation is that you are being self-aware that you are crafting your response and you can explicitly state where and why you made certain choices. A reflection needs to be self-referential, detailed and relevant to your study of Module C. In relation to the 2019 HSC, stronger responses referenced prescribed texts and the study of Module C and the techniques and ideas that inspired them. This does not mean that these students analysed those texts, instead, they were justifying their own stylistic choices in reference to those texts. You need to show an awareness of the audience and purpose of your text, and make specific links to your own choices that you made in part a. What you did and how you did it.

[Slide reads:

Question eight (b) continued.

Areas for students to improve include:

* making a clear opening statement to introduce their reflection, rather than writing a long paragraph
* using quotations from their own work to exemplify their explanation
* using a strong personal voice
* being specific rather than general.]

When crafting the reflection, it's important to start the self-assessment straightaway. Clearly articulate the purpose of your writing in part a and explain the language and stylistic choices that you made and include relevant and detailed evidence. Part b, is essentially an analysis of what you did this time and not what you will do next time. Be positive and explicit about your crafting choices, self-quote, to support this personal explanation and use active voice. Identify what inspired you to make a specific language or stylistic choice, and then give an example to illustrate your point. A methodical approach with an opening statement, rather than an introduction followed by an analysis of your work and how it is engaging, can help you meet the requirements of this task. Given the time constraints, it's best to get straight to the point. Stronger responses were written in first person using a strong, personal voice and reflected thoughtfully on the way, language and style techniques were used to craft their response.

Before we get to the final thinking routines have you outlined some new thinking within Resource Oneb? Don't forget to pause the clip and make some notes.

[Slide reads

The reflection statement- A clear opening-sample:

“I wanted to create a modern setting with a character who was isolated and forgotten. I was inspired by the character of Leonard Mead in The Pedestrian and liked the idea of using the setting and weather to add to the melancholic atmosphere. The metaphor of “smoky clouds on the window pane” and the personification of “snowclad” yard adds to the air of silence and disconnection from humanity. My readers are able to relate to the cold and wintery imagery and the sense of loneliness that comes along with having to stay indoors. “]

Let’s take a look at the opening of a reflection to illustrate the points we have been making. Take a minute to read this extract. Make sure you pause the clip and give yourself time to read. Thinking about the HSC marker feedback a few things you might have noticed include there's a clear personal voice and outline of context and purpose. The first word is I, there's a modern setting. There's a character who is isolated and forgotten. There's a clear connection to the mentor text and the feature of this text that was influential. In this case, the character and the setting are referenced. The reason it is used is also highlighted. There's a desire for a specific atmosphere and mood. There's also self-referential textual evidence and a figurative device that they have used, the first of which is a metaphor and the smokey clouds quote. Then we have our justification of why these have been used and the desired effect. There's that reference to silence and disconnection. This paragraph then concludes with a connection to the audience and what the audience can connect to. That feeling of being kept indoors because of the cold and the personal feeling of isolation that can occur because of this restriction.

We hope this example gets you thinking about ways you can improve your own reflective writing.

Now we would like you to pause the clip and give yourself some time to process this new learning. But this time, we want you to think about your own reflections for Module C. To assist this processing, we recommend completing activities four and five in your resource booklet. Activity four is familiar to you. It's the same thinking routine you completed earlier. And we want you to follow this up with a "what makes you say that?" thinking routine. This allows you to identify old and new learning and then self-reflect and identify a few areas for improvement.

[Slide reads:

Quick case study #3

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

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?]

To apply your recent learning, you might like to engage with these questions and think about your own prescribed text. How would you make stronger links between your own study of the prescribed texts in Module C and your own writing? Complete this activity, which is quick case study three in the resource booklet.

[Slide reads:  
From markers' comments back to the module statement: Notice the connection? Can you notice any other connections?

Markers: Better responses "clearly articulate the purpose of their writing" AND emphasis[e] the analysis of their own writing".

Module statement: "apply their knowledge of textual forms and features in their own compositions."]

Here we come full circle. In part 1, we talked about the module statement and now in part 2, we've talked about the markers’ feedback. So the markers have said, that better responses, "Clearly articulate the purpose of their writing", "and they emphasise the analysis of their own writing." Do you remember that in the module statement, you were told that you would need to apply your own knowledge of textual forms and features in relation to your own compositions? This is that analysis and that self-reference.

Thank you for completing part two of the session, Module C, The Craft of Writing, staying focused on the module. Please view part three to continue engaging with this session. There is also a resource booklet for part three.

(soft music)

End of Transcript