English Studies – the examination

**HSC hub – English Studies**

Resource booklet

Expectation for the examination

## Table of contents

[English Studies – the examination 1](#_Toc50544012)

[Resource booklet 1](#_Toc50544013)

[Table of contents 2](#_Toc50544014)

[Required materials 3](#_Toc50544015)

[Advice to the teacher supporting students 3](#_Toc50544016)

[Advice to the independent student 3](#_Toc50544017)

[Resource 1 – tips and tricks 4](#_Toc50544018)

[Activity 1 – understanding the paper 4](#_Toc50544019)

[Activity 2 – 2019 English Studies marking guidelines 5](#_Toc50544020)

[Activity 3 – I used to think... but, now I think... 6](#_Toc50544021)

## Required materials

Please ensure that you have:

* access to the [2019 HSC English Studies examination](https://educationstandards.nsw.edu.au/wps/wcm/connect/2bf3be81-7b18-4560-92d0-3924f67ee394/2019-hsc-english-studies.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-2bf3be81-7b18-4560-92d0-3924f67ee394-mTMOioK) paper.
* Access to the [Sample Questions New HSC English Studies exam](https://educationstandards.nsw.edu.au/wps/wcm/connect/845b27d9-92de-43c1-b825-b77b0bac8eff/sample-questions-new-hsc-english-studies-exam-2019.pdf?MOD=AJPERES&CVID=) paper.
* access to the English [Studies HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack)
* a copy of your school-based coursework, assessments and access to your prescribed text
* pens and different coloured highlighters.

## Advice to the teacher supporting students

If using in a classroom context you may like to: ​

* use this resource in a workshop setting with a group, with the whole class or provide individual students set tasks to work through on their own ​
* pause the recording and ask students to read, reflect and write
* refer to school-based course work, the text and assessments to support completion of the activities.

## Advice to the independent student

If using this resource at home independently you will need: ​

* access classwork and assessment tasks
* access the presentation and the student resource booklet
* allocate time to explore the activities suggested here. This resource works best if you follow all instructions and complete the thinking routines and reflection activities.

You can use this resource to refine your understanding of the examination structure. ​

## Resource 1 – tips and tricks

Be prepared – develop a regular study schedule and stick to it. ​

Familiarise yourself with your prescribed texts - make sure that you have a deep understanding of the ideas explored within the text, make note of important quotes and revise the techniques used to create meaning. ​

Respond to each question with a clear structure – each school has their own structure that they adhere to in order to compose a coherent, well-rounded response. This is for short answer and extended response.​

Edit your work - your marker will appreciate corrections on your page. (Spelling, grammar and punctuation – and please use paragraphs for extended responses). ​

Understand what the question is asking before you respond – underline the instructional verb, highlight the key concepts and rephrase the question in your own words. ​

### Activity 1 – understanding the paper

**Read through the 2019 HSC examination. Remember, this is not a sample examination this is the 2019 examination. There are sample questions provided and you can access these via the link at the top of this resource booklet.**

#### **Section I**

1. **Re-read Section I and the Stimulus booklet. Annotate the texts and identify any areas of confusion, research unfamiliar terminology and discuss these with your teacher.**
2. **Annotate the texts identifying the key language features and devices that are used to explore an aspect of the human experience. Share these with a peer and your teacher. Remember, you won’t have time to do this in an examination but it’s a great activity to identify your areas of strength and areas for improvement regarding textual analysis and unseen texts.**
3. **How many texts do you need to read for Section I?**
4. **How many questions do you need to answer?**
5. **On what page is question 5 and the text for question 5?**
6. **Practise answering at least two of the questions. If possible, answer every question.**

#### **Section II**

1. **Section II, identify your prescribed text and the page number containing the question relevant to your prescribed text.**
2. **Write the question:**
3. **Outline your initial thoughts and ideas in relation to this question:**
4. **Write a practise response for this question. Aim to write your response in the time specified.**

#### **Section III**

1. **Section III, read this section, identify any areas of confusion, research unfamiliar terminology and discuss these with your teacher.**
2. **Identify the textual form you need to write in for this question. If you aren’t sure what we mean by ‘textual form’ refer to this in the** [English Studies glossary.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/glossary)
3. **Explain the typical language features, language devices and stylistic features you would expect to see in this form of writing.**
4. **How many modules do you need to discuss in this section and where do you need to indicate this in your answer booklet?**
5. **Practise writing a response to this question.**
6. **Write a persuasive speech explaining why one module and text you studied expanded your thinking about an aspect of your society or community.**

#### **Section IV**

1. **Section IV, read this section, identify any areas of confusion, research unfamiliar terminology and discuss these with your teacher.**
2. **What type of text do you need to write and what textual form should this take? If you aren’t sure what we mean by ‘type of text’ or ‘textual form’ refer to this in the** [English Studies glossary.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/glossary)
3. **What must you use as the basis for your writing and where is this found within the examination materials?**
4. **Based on the name of the anthology, what do you expect the short stories in this text to explore?**
5. **Practise writing a response to this question.**
6. **Use the feature article, (Text 1) on page 2 of the Stimulus Booklet as stimulus for a piece of imaginative writing to be included in a collection of short stories called *Australian Voices*. (Remember, that stimulus means using the text to inspire, incite or evoke a response from you, it does not mean that you need to write a story about just what is in the piece. You are using the piece as inspiration).**

### Activity 2 – 2019 English Studies marking guidelines

1. Read through the [2019 HSC English Studies Marking Guidelines](https://educationstandards.nsw.edu.au/wps/wcm/connect/2557649d-4b98-4cf9-9d84-2c053e08cd81/2019-hsc-english-studies-mg.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-2557649d-4b98-4cf9-9d84-2c053e08cd81-mXpa61z). Pay close attention to the sample answers.
2. Compare your answers with the sample answers, remember there isn’t just one way into a question and if you explored the question in a different way that’s ok. What you’re looking at here is:
   1. what the marking criteria requires of you
   2. how the sample answer reflects that
   3. then you’re reflecting on whether your response meets this requirement.
3. Outline what you have done well and what you could have adjusted to meet all of the requirements of the question.
4. Read through the marking criteria for Sections II, III and IV.
5. Mark your responses using the marking criteria and share this with your teacher so you can receive feedback. Discuss the feedback you have received and ensure you clarify any areas of concern.
6. Reflect on your areas of strength and areas of improvement and create a plan to action this and implement the feedback provided by your teacher.

### Activity 3 – I used to think... but, now I think...

This activity allows you to reflect on and identify how this session has enhanced your understanding of the structure of the paper and other ideas in relation to the Common module itself.

* I used to think…
* But, now I think …