English Studies- Understanding the 2019 HSC examination- Section 3 transcript

(Duration 21 minutes 32 seconds)

Welcome to the HSC hub, student support session for English Studies. In this section, we are unpacking section three, the electives module of the English Studies examination. This resource can be used by teachers with their classes or by students revising in their own time. If using in a classroom context, you may like to view the recording and pause and discuss key ideas with 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. If using this resource at home independently, you will need, a copy of the student booklet, either hard copy or digital, and access to the 2019 examination paper and specimen paper, all found by searching NESA English Studies on the NESA website. The running time for this presentation is just the presentation itself. This does not include the ‘pause the presentations’ and the resource booklet time.

In this resource, we're exploring the elective modules and how to ensure you can engage with this section of the examination. Remember, the Section Three part and the Section Four part of the examination is worth 30 marks altogether. These are both extended responses, but they could be analytical, persuasive or creative. We will have a look at each section separately. This resource is Section Three. And remember the examples and activities are available in the student resource booklet for section three. In section three of the exam, you'll be required to compose an extended response based on a module you've studied at some stage throughout the year. They will provide you with a list of the modules and you will be required to choose one from that list. The English Studies presentation ‘expectation for the examination’ walks you through each section of the paper. It is strongly suggested that you view that presentation first. Like all parts of the examination, time management is crucial to your performance. Your paper will outline the amount of time you should allocate to this section. Try your best to adhere to these time guides.

Here are some tips to manage your time. Pop your head up often and check the clock. Ensure you include time for an adequate conclusion, you don't want your conclusion to appear tacked on. Plan your response before you execute, that way, you won't get lost in answering the question and spend too much time on one point and not enough time on the other. Your plan should not take up too much time, but rather is just a skeleton of what you will respond. Your plan should not be detailed at all. It should be very brief. Have a look at your response booklet for an example.

At the top of every section of the examination is the marking criteria. Let's take a moment and unpack the criteria. The criteria that you will be assessed against, change every year to suit the specific question. However, there are elements of the criteria that you see in a similar format every year. Demonstrating your understanding is key in this section, but it is how you showcase this that is important. The criteria from the 2019 paper requires you to demonstrate your understanding of the module and key ideas explored within the module. This is where you review your module statements and use the terminology used in those to include and to show your marker that you're familiar with the module. You demonstrate your understanding of the prescribed text you studied within that module. This is where you must know your text well, and be able to make close references to it through the use of quotation and language forms and stylistic features. You need to demonstrate your ability to adhere to the forms, features of a particular text type. Here, you want to ensure that your writing is using the correct structure. For example, if you've been asked to compose a review, you must respond using the conventions of a review. Or if you've been asked to compose a persuasive piece, you want to use persuasive language and so on. Please ensure that you are writing using paragraphs. From last year's paper, we can see key ideas, ways language is shape meaning and the structure of your response that engages the question. These are the three aspects or elements of the criteria that will be similar every year. A copy of this marking guidelines are available as resource three, 2019, HSC English studies, examination paper, section three of your student resource booklet.

[Slide reads: 2019 HSC examination student sample – MiTunes plan​

Anon\_19 New member

Join date: June 2019

Posts: 8

Year 12 modules suggestions, please!! Hey guys, I’m in Year 11. Our teacher’s letting us vote on which modules we will study for year 12 English Studies! No ideas which one to pick...Which module did you enjoy most? Why?

A Year 11 student has posted this question. You are invited to respond to this blog post. In your response, discuss which ONE module you enjoyed most. Refer in detail to at least ONE text you studied in that module. Identify the module you have chosen at the top of your answer booklet.]

During this session, we are focusing on the 2019 examination question and the samples from the NESA HSC English Studies work booklet. This does not mean that the 2020 questions would be similar or different to this question, as we really don't know what the 2020 paper will bring yet. So for the elective modules, students are required to attempt one question. Last year, this was question seven. In the suggested timeframe on the paper it states allow 30 minutes for this section. You will also have to include at least one text from your study in class. The NESA 2018 sample paper also suggests one module, but it could reference two texts studied in class. Therefore it's important to know at least one of your modules and the main text studied in that module in class. And you could be asked to reference two texts. The question for the 2019 paper was in two parts. It was a blog post from a year 11 student and the question which includes the instructional verb and actions needed to be responded to. Pause the presentation and read through the examination question. A copy of this is also available in your student booklet.

Now, let's unpack this question before we take a look at the student sample. The audience for this question is year 11 students. This means that colloquial and informal language can be used as you are talking to your peers, it is an online platform so there could be elements of online meta language that could be used also. The instructional verb ‘discuss’ means you get to talk about the module you enjoyed the most. This leaves it open for all students to be able to engage with any of the modules. It is a clear prescription of at least one text you've studied in class. That means you need to analyse one text from class that highlights why you enjoyed this module.

So, how do you prepare for this section of the examination? Well, you need to have a good knowledge of your chosen module and at least one text you've studied in class. Our recommendation would be two texts studied in class. So for example, if you studied ‘The Big Screen’ module, specifically documentaries and in class, your main text was "That Sugar Film" you need to identify ‘The Big Screen’ module on the top of your answer booklet and in answering the question, you would use the text, "That Sugar Film" to discuss why this was the module you enjoyed the most. You might even need to reference an article that you also looked at in class that discusses "That Sugar Film" if you were asked to use two texts. Considering all of this, this section is one where you can prepare for. You would need examples, analysis and stylistic devices from your study of the texts in class depending on the question you're given, you should consider preparing for at least two of the texts as we've already said. With that in mind, let's have a look at how a student may have addressed this question.

[Slide reads: Elective III

2019 HSC examination – MiTunes sample response

* plan – ‘Pretty Hurts’ by Beyonce
* purpose – to show unrealistic standards of beauty society places on women and the detrimental effects on a broad community
* points – shows deeper appreciation
* touches on contemporary.]

So leading on from the time management section earlier in planning a response, pause the presentation for a moment and read this sample plan from the 2019 HSC exams Studies exemplar package. This is also available in your student booklet. Pause the presentation here and have a quick read.

What did you think? Is this something you could do? As you can see from this example, planning can be quick and easy, but it is very important. This example showcases that the student probably spent only a few minutes in the examination, planning out their thinking. This created a clear path that would be easy to follow. This is an important part of effective, not only time management for the examination, but to ensure that a chronology and a depth of writing is consistent in this section. Pause the presentation and head to activity one. Here, you will plan your own response to the 2019 HSC exam question in table three. Your turn, what key ideas would you have written at the beginning of your examination paper based on the module that you choose? Make sure you pause the presentation here. Remember to pause the presentation and complete the activity in your student booklet.

[Slide reads: Elective III - Unpacking the introduction from the student sample ​

Hey Anon,

I currently graduated Year 12 and completed English studies. Most of the modules there are were very interesting, but my overall favourite had to be Module F – MiTunes and Text. Why you may ask? Well it doesn’t matter if you like music or you don’t, you discover a range of different genres. You also gain a deeper appreciation for songs and artists, who you initially thought only produces songs because they sound good. For instance, our class studies the song “Pretty Hursts”, by Beyonce Knowles. Not only does it have amazing vocals and cool beats, but it also touches on a contemporary societal issue. I am not sure if you know the song, but its main message is to show the unrealistic standards of beauty society faces on individuals...I know right crazy! Beyonce portrays this through a beauty pageant and is asked by a male voice “what’s your inspiration in life?”. As it is a common question, however, her response is to be a happy, however is ironic as she is not happy in her own body.]

We will now look at the introduction from the exemplar sample. Take a moment and read the introduction of the exemplar sample. This is available as resource six, exemplar student sample, in the student workbook. Pause the presentation and read resource six of the exemplar student sample introduction.

What did you think? You can see from the onset, the student has engaged with the appropriate structure. They've addressed the blog post person, Anon, and have used the conversational tone that was established by the author through their style of question, therefore addressing audience and form. They engaged with the question and identified the module and why they enjoyed it. They identified the text they studied in class and the key idea that added to their purpose, which was to explain why they enjoyed this module. They used persuasion in the introduction. Pause the presentation and complete activity two student sample introduction. In this activity, use different colours to highlight the key features of the introduction. Did the student answer the question, identify their purpose, address their module, identify the text studied in class and use appropriate language to engage the audience? After you have found all these features, explain in the table, why they are important to have in the introduction. Then complete the ‘your turn’ task in the next table. Complete your own introduction based on your previous planning document. Remember to pause the presentation and complete activity two in the student resource booklet.

[Slide reads: Elective III- Unpacking a body paragraph from the student sample

Even though it was released in 2014, the song is still relevant in society today, with over double the amount of suicides happen in 2018, compared to 2008. However, the song does not only explain the individual Beyonce’s experience but the whole society around her.

The song first line “Mumma said you’re a pretty girl, what’s in your head it doesn’t matter”. This paradox of an older person which she looks up to is in fact teaching her detrimental lessons portrays a glimpse of how girls must be.]

Now, let's take a look at the body paragraph, remembering that this is a blog post, so it won't have the same conventions as a traditional analytical extended response. Pause the presentation for a moment and read these two short paragraphs.

What did you think? Could you see how the student use detailed reference and textual evidence from the song? They also examined stylistic features such as a paradox. The connection to bigger societal issues means that the student has considered the impact of the text to our world. And this engagement has lifted this response from just ‘explain some of the features of the song’. It is now your turn, go to activity three in the student resource booklet and write your own first paragraph based on your planning document from the first activity. Remember to include many of the features you see in the samples for your own text. Pause the presentation and complete activity three. Remember to pause the presentation and complete activity three in the student booklet.

Now it's time to unpack a conclusion for the student sample. So let's have a look at this conclusion. “I know I rambled a little bit too much, but Anon, my suggestion for you would be definitely choose the module, MiTunes and texts as you are able to discover new songs and genres, which makes you appreciate and help you through personal issues.” What can you see in this conclusion? Does it ensure that they've addressed the question? Does it summarise the purpose and intent of the response? Keep this in mind whilst you complete activity four. It is now your turn, go to activity four in the student booklet and write your own conclusion based on your planning document from activity one.

Now let's look at how we can prepare for this section of the examination at home. What practice can you do that best prepares you for this section of the examination? You should engage with as many sample questions as possible. Think about what you need to include in this section, complete some short, timed responses. Practise writing activities to explore your chosen elective module. The more you work with your examples, the more you will remember. The following matrix is to support your practice of many different types of questions or styles you may encounter in this section of the examination. Using the examples and information to justify your responses for your elective module in different ways is a good platform to make you flexible in your response for this part of the examination.

So let's unpack this matrix. So from the NESA sample paper and the 2019 HSC examination, we can see that this part of the paper may not be a straightforward, analytical extended response. The following table is to support you designing flexible, extended responses to suit your elective module. All of this is available in your resource booklet as activity five. So let's look at step one, identify the two elective modules you will prepare for your examination. There are 14 different modules. At your school, you would have studied a minimum of two of these electives. They could have been from, ‘We are Australians’, ‘Telling us all about it’, ‘On the Road’, ‘Digital Worlds’, ‘Playing the Game’, ‘MiTunes and text’, ‘Local Heroes’, ‘Part of a Family’, ‘Discovery and Investigation’, ‘In the Marketplace’, ‘The Big Screen’, ‘Who Do I Think I am’, ‘Landscapes of the Mind’ and ‘The Way we Were’. You only need to prepare for the two you have studied in class. The examination itself may only ask for one of your elective modules.

In step two, we are asking you to identify two ideas from each text from that elective module. The ideas can be the same for both texts for the same elective, or they could be slightly different. We suggest finding similarities in the ideas. For example, in ‘Part of the Family’, the two texts that have been identified are "Looking for Alibrandi" and Jeannie Baker's picture book, "Mirror" The ideas in column one, are relationships, growing up and its challenges, identity, marginalisation, the values in society, the significance of family, these are all different ideas, but really in the exam, you may only write about two of these.

In step three, we're asking you to identify three examples from each text you've studied in each of the two electives. This information may be quotes, stylistic features, structural examples or visual features. For example, in "Looking for Alibrandi", there are two quotations that have been used that show family and relationships. In Jeanne Baker's, "Mirror", there is at least one visual feature that has been identified and the lack of a feature such as limited dialogue that showcases the significance of the idea in the picture book.

In step four, you're going to complete two columns this time. The first is ‘other interesting information on the elective’. This could be statistics or information that helps to support a persuasive argument if you're asked in this part of the examination response. For example, in ‘Part of the Family’, there could be some statistics about family and community and the value of family in different cultures and the information that is necessary for each of the two texts. Secondly, you would write a sentence about your personal connection to the text. This is in column four. It could be the personal context or the context of the text. This gives you the connection between your understanding and the world around you. What it allows you to do is develop the style of writing necessary to extend beyond an analysis of your text. So for example, it could be persuasive or it could be a review, or you could be asked to put information together and share those ideas through a particular style, like an email response.

For example, in "Looking for Alibrandi" the personal connection could be the migrant experience. 30 years later. Alibrandi was written in the early 1990s. Is this still relevant to the ideas today? Do you have a personal connection to a migrant experience that you could discuss here?

Our final step, step five. This is where we put together all the information from the columns. So once you've completed the table, identify the different styles of writing you might be required to write in this part of the examination. The style of writing could include, but this is not limited to this only of course, the review, a speech, an online blog, a feature article, a persuasive piece, a letter to the editor. All of these styles have a particular structure you must follow. Work with your teacher to identify and explore the types of structures needed for each style of writing in this section of the examination. Remember, this is a revision activity. So working with your teacher here, will help you revise for this exam.

Finally, place all this information together. You have been required to write a letter to the editor about ‘Part of the Family’. You must discuss the two texts you've studied in class with examples. Use table nine and thinking about the style of writing above you could practise many different ways to answer this section of the examination. So using that sample question, change ‘Part of the Family’ to your elective module, have ia go at writing this response. Don't forget to complete activity five in your own time. Remember the more you practise with the different styles of writing, the better you will get.

Thank you for watching ‘Unpacking the 2019 HSC examination section three for English Studies’.

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