HSC examination specifications

# English Studies

This examination support material is written and collated by the English curriculum team.

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 Resource overview

This booklet has been designed for use by HSC students as a resource for revision in the lead up to the trial and HSC examinations. The strategies and advice provided will be useful if students sustain engagement with the content until the external HSC examinations for English.

The content in this resource booklet has been prepared by the English curriculum team, unless otherwise credited.

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## Use of NESA resources

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## HSC examination structure

The English Studies course will be assessed in one examination.

The information provided above has been extracted from the [NESA webpage for English Studies](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017)[[2]](#endnote-3). The material referenced (sample questions and sample exam format) was last updated in November 2020 and is accurate at the time this resource was developed in July 2021. To ensure this information is up-to-date you should check the live site. In addition to the sample examination material hyperlinked in the content above, you may also go to the NESA website for further advice about live updates.

## Studies examination paper

The examination material for this paper includes the following:

* A question and answer booklet for Section I. Each question will be followed by space for you to write your response. The lines provide an indication of the suggested length of the response. If you require extra space for a response, additional lines will be available. The format of this booklet is demonstrated in the [English Studies sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/0d94077d-1820-48af-9121-028405001d9d/english-studies-2017-sample-examination-format-2019-pdf.pdf?MOD=AJPERES&CVID=)[[3]](#endnote-4).
* A question booklet for Section II, Section III and Section IV.
* A stimulus booklet – the unseen texts for Section I will be printed in this booklet.
* Writing booklets for Section II, Section III and Section IV.

This examination is 2 hours and 40 minutes long. You will have 2 hours and 30 minutes working time and 10 minutes reading time. There are four sections in this examination.

### Section I – Texts and Human Experiences

* The Common Module: Texts and Human Experiences will be assessed in this section.
* There will be ‘five or six questions in this section. Questions may contain short-answer and objective-response parts’, per the advice in the [English Studies HSC examination specifications](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting#:~:text=of%20an%20ATAR.-,HSC%20examination%20specifications,-The%20external%20HSC)[[4]](#endnote-5) (within the Assessment and Reporting information) and the [English Studies 2019: sample questions](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=)[[5]](#endnote-6). These questions will be about the unseen texts in the stimulus booklet.
* Each question will ask you to consider an idea about human experiences. This idea may be from the module statement (for example: qualities or emotions arising from or associated with human experiences; paradox, anomaly or inconsistency in human emotion and behaviour and so on).
* Alternatively, the idea could be drawn from the text (for example, a theme or idea in the text could be specified) and how this has been communicated by the composer.
* You may need to compare and contrast different versions of events reflective of different point of view, context, distinctions and connections between composers, narrators or personas, and characters in texts.
* You will be assessed on your ability to demonstrate your understanding of human experiences in texts.
* You will be assessed on your ability to demonstrate your understanding of the ways that language has shaped meaning in texts.
* You will be assessed on your ability to analyse, explain and assess the ways human experiences are represented in texts.
* You will be assessed on your ability to organise, develop and sustain your ideas (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of each question).
* You are advised to spend 45 minutes writing your answers for this section.
* This section will be marked out of 20.

To see examples of the types of questions that may be asked in Section I you should examine the [English Studies 2019: sample questions](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=), the [2020 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack)[[6]](#endnote-7) and the [2019 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack).[[7]](#endnote-8)

### Activity 1 – reviewing Section I of the NESA examination support materials

1. After you have read through the information for Section I, complete the activity ‘Take Note’.

[Take Note](http://www.pz.harvard.edu/resources/take-note)[[8]](#endnote-9) **-** this thinking routine helps you organise your understanding of a topic or text through concept mapping.

After you have finished reading, ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read Section I of the NESA documents hyperlinked above. At the end of each document, complete the activity ‘Take Note’.

### Section II – Texts and Human Experiences

* The Common Module: Texts and Human Experiences will be assessed in this section.
* There will be one question that will require a sustained response based on your prescribed text. The question may include a stimulus and/or unseen text/s. The question may be specific to the text, specific to the form of the text or there may be one question that is relevant to all the prescribed texts.
* You will write about the prescribed text you studied during this module.
* You will be assessed on your ability to demonstrate your understanding of human experiences in texts.
* You will be assessed on your ability to demonstrate your understanding of the ways that language has shaped meaning in texts.
* You will be assessed on your ability to analyse, explain and assess the ways human experiences are represented in texts.
* You will be assessed on your ability to organise, develop and express your ideas using language appropriate to audience, purpose and context (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of each question).
* You are advised to spend 45 minutes writing your answer for this section.
* This section will be marked out of 20.

To see examples of the types of questions that may be asked in Section II, you should examine the [English Studies 2019: sample questions](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=), the [2020 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack) and the [2019 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack).

### Activity 2 – reviewing Section II of the NESA examination support materials

1. After you have read through the information for Section II, complete the activity ‘Take Note’.

[Take Note](http://www.pz.harvard.edu/resources/take-note) **-** this thinking routine helps you organise your understanding of a topic or text through concept mapping.

After you have finished reading, ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read Section II of the NESA documents hyperlinked above. At the end of each document, complete the activity ‘Take Note’.

### Section III – Elective Modules

* The Elective Modules will be assessed in this section.
* You will answer one question about the elective modules you studied.
* The question will require a sustained response.
* You cannot refer to a school designed module for this section.
* You will be provided with a list of the elective modules you can choose from. You must clearly identify the module you are responding to in answering the question.

A: We are Australians,

B: Telling us all about it

C: On the Road

D: Digital Worlds

E: Playing the Game

F: MiTunes and Text

G: Local Heroes

H: Part of a Family

I: Discovery and Investigation

J: In the Marketplace

K: The Big Screen

L: Who do I think I am?

M: Landscapes of the Mind

N: The Way we Were

* You may be asked to write in a specific form. It is important you practise writing in a range of forms and styles. In the sample questions and the 2019 and 2020 exams, the following were required: a blog post, a review, an informative speech and a personal reflection.
* You will be asked to support your ideas with reference to texts you studied in the chosen elective. Based on the samples provided you will be asked to explore one or two texts from the chosen elective.
* You will be assessed on your ability to demonstrate your understanding of the key ideas of the module that you have elected to explore.
* You will be assessed on your ability to demonstrate your understanding of the ways that language has shaped meaning in texts (the texts you studied in the module selected).
* You will be assessed on your ability to organise, develop and sustain your ideas.
* You will be assessed on your ability to demonstrate your control of language appropriate to audience, purpose and context (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of the question).
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 15.

To see examples of the types of questions that may be asked in Section III, you should examine the [English Studies 2019: sample questions](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=), the [2020 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack) and the [2019 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack).

### Activity 3 – reviewing Section III of the NESA examination support materials

1. After you have read through the information for Section III, complete the activity ‘Take Note’.

[Take Note](http://www.pz.harvard.edu/resources/take-note) **-** this thinking routine helps you organise your understanding of a topic or text through concept mapping.

After you have finished reading, ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read Section III of the NESA documents hyperlinked above. At the end of each document, complete the activity ‘Take Note’.

### Section IV – Writing Skills

* Writing Skills will be assessed in this section.
* You will answer one question which will require an imaginative, persuasive, informative or reflective response.
* The question may include stimulus material. Stimulus material may include quotations, statements, extracts or a visual text.
* You may be asked to write in a specific form. It is important you practise writing in a range of forms and styles. In the sample questions and the 2019 and 2020 exams, the following were required:
	+ 1. a persuasive or informative email in response to a contextual statement
		2. an imaginative piece
		3. an argument in any form (speech, letter, email, blog post for example) in response to a quote
		4. an imaginative, persuasive or reflective piece in response to an image.
* You will be assessed on your ability to organise, develop and sustain your ideas.
* You will be assessed on your ability to demonstrate your control of language appropriate to audience, purpose and context (this information is often indicated in the question itself so make sure you pay attention to the specific requirements of the question).
* You are advised to spend 30 minutes writing your answer for this section.
* This section will be marked out of 15.

To see examples of the types of questions that may be asked in Section IV, you should examine the [English Studies 2019: sample questions](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=), the [2020 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack) and the [2019 HSC exam](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack).

Activity 4 – reviewing Section IV of the NESA examination support materials

1. After you have read through the information for Section IV, complete the activity ‘Take Note’.

[Take Note](http://www.pz.harvard.edu/resources/take-note) **-** this thinking routine helps you organise your understanding of a topic or text through concept mapping.

After you have finished reading, ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you found interesting?
1. Read Section IV of each of the NESA documents hyperlinked above. At the end of each document, complete the activity ‘Take Note’.

### Activity 5 – the 4 C’s

[The 4 C’s routine](http://www.pz.harvard.edu/resources/the-4-cs)[[9]](#endnote-10) is used to structure a discussion or reflection around a text, or series of texts.

1. Write a response to each of the following. You may want to relate to specific questions, sections or your reflection about specific modules.
* Connections – what connections do you draw between the papers and your learning in English?
* Challenge – what challenges did you experience during this revision? How did this revision challenge your current thinking and understanding about the examination?
* Concepts – what key concepts or ideas do you think are important and worth revisiting and revising in the lead up to the examinations?
* Changes – what changes in attitudes, thinking or action have occurred as a result of engaging with these documents?

Prescribed texts

The text requirements for HSC English Studies are outlined in the NESA [English Stage 6 Prescriptions – HSC 2019 - 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=)[[10]](#endnote-11) booklet. As stated in the document:

* In each module, students study a range of types of texts drawn from:
	+ 1. prose fiction, poetry, drama, film, nonfiction, media and digital texts.

These are selected by the teacher according to the needs and interests of the students.

* Students must study **one** text from the prescribed list for the Common Module: Texts and Human Experiences.

### Activity 6 – create an overview of your pattern of study

Use the prescribed text list and your understanding of the texts you studied in the elective modules to complete Table 1.

For the prescribed text, include:

* The full name of the composer.
* The full title of the text.

If your prescribed text has multiple parts (for example, poetry, short stories, essays or television episodes) you should also list the full title of the poems, short stories, essays or episodes set for study. A list of the elective modules available for study in the Year 12 English Studies course can be found at the [NESA English Studies page[[11]](#endnote-12).](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) Be sure to confirm your electives with your teacher.

Table 1 – overview of prescribed and set texts for each module

|  |  |  |  |
| --- | --- | --- | --- |
| Examination section | Prose fiction | Poetry or drama | Film or media or non-fiction |
| Section IICommon module – Texts and Human Experiences |  |  |  |
| Section IIIElective module (record the name) |  |  |  |
| Section IIIElective module |  |  |  |
| Section IIIElective module |  |  |  |
| (Optional) Section IIIElective module |  |  |  |

List of prescribed texts

## Common module – Texts and Human Experiences

**Prose Fiction**

* Anthony Doerr, ‘All the Light We Cannot See’
* Amanda Lohrey, ‘Vertigo’
* George Orwell, ‘Nineteen Eighty-Four’
* Favel Parrett, ‘Past the Shallows’

**Poetry**

* Rosemary Dobson, *Rosemary Dobson Collected*

The prescribed poems are:

‘Young Girl at a Window’

‘Over the Hill’

‘Summer’s End’

‘The Conversation’

‘Cock Crow’

‘Amy Caroline’

‘Canberra Morning’

* Kenneth Slessor, *Selected Poems*

The prescribed poems are:

‘Wild Grapes’

‘Gulliver’

‘Out of Time’

‘Vesper-Song of the Reverend Samuel Marsden’

‘William Street’

‘Beach Burial’

**Drama**

* Jane Harrison, ‘Rainbow’s End’, from Vivienne Cleven et al, *Contemporary Indigenous Plays*
* Arthur Miller, ‘The Crucible’
* William Shakespeare, ‘The Merchant of Venice’

**Nonfiction**

* Tim Winton, *The Boy Behind the Curtain*

The prescribed chapters are:

‘Havoc: A Life in Accidents’

‘Betsy’

‘Twice on Sundays’

‘The Wait and the Flow’

‘In the Shadow of the Hospital’

‘The Demon Shark’

‘Barefoot in the Temple of Art’

* Malala Yousafzai and Christina Lamb, ‘I am Malala’

**Film**

* Stephen Daldry, ‘Billy Elliot’

**Media**

* Ivan O’Mahoney, *Go Back to Where You Came From*

The prescribed episodes are:

Series 1: Episodes 1, 2 and 3

And

‘The Response’

* Lucy Walker, ‘Waste Land’

Activity 7 – engaging in self-assessment

**Fine-tuning your writing**

The period between the Trial Examinations and the final HSC Examination provides you with the opportunity to fine-tune your writing. Your teacher can assist you with this by providing individualised feedback and/or support during one-on-one conferences. It is also a good idea to revisit the feedback you were provided for each assessment task. This information can help you identify areas for improvement in your writing and enable the provision of targeted support. Make sure you are regularly communicating with your teacher and acting upon the advice and feedback they have provided.

The ‘Traffic Lights’ method will help you to reflect, revise and re-write. You will engage with the feedback you have received on your response and develop an enhanced understanding of how to act upon the feedback and refine your understanding. By the end of the process you will have read and engaged with your response at least four times.

1. Select a focus module and prescribed text. Identify a response you wish to refine. Use responses from your assessments, in class tasks and or your trial examination, just make sure they contain teacher feedback.
2. Ensure you have the equipment outlined below.

### Traffic Lights

**Reflect, revise, and rewrite: from assessment of learning to assessment as learning.**

What you need:

* Your response
* Sticky notes – green, orange and red or pink
* Highlighters – green, orange and red or pink
* Green highlighter and green sticky notes for your ‘do’ annotations
* Orange highlighter and orange sticky notes for your ‘fix’ annotations
* Red or pink highlighter and red/pink sticky notes for your ‘ask’ annotations.

**Reflect and revise**

1. Read and highlight in green the sections of your response where you have done well. On a green sticky note labelled ‘Do’, outline how you can carry this forward.
2. Read and highlight in orange identified sections that you know how to refine on your own. On an orange sticky note labelled ‘Fix’, explain how you will refine the issue you have identified.
3. Read and highlight in red or pink the teacher-identified areas for improvement which require teacher support to refine. On a red sticky note labelled ‘Ask’, write questions to ask your teacher and/or a peer marker.
4. Teacher-student conference – utilise Resource 1 and engage in a one-on-one conversation with your teacher. Identify ways you can move the questions from an ‘Ask’ sticky note to a ‘Fix’ sticky note.

This strategy can be extended with a reflection table. Table 2 demonstrates the strategy in use for an imaginative writing task. The table helps you to provide a clear visual outline of what you can do, what you can work on doing and where you will need to seek help in order to continue improving.

**Revise and reflect**

1. Read to deconstruct, revise and reflect on your response. Complete Table 2 as you go, modify the questions to reflect the focus of the task and the specifics of the question.

Table 2 – revise, reflect and rewrite activity

|  |  |  |  |
| --- | --- | --- | --- |
| Question  | Yes or no | Example from the text  | What’s next? |
| Did you brainstorm in response to the question? Which examples from your response demonstrate this deep thinking?  |  |  |  |
| Have you used the prescribed texts and stimulus as inspiration? What features of form or structure showcase this connection, experimentation or impact? |  |  |  |
| Is the style, form, purpose, audience and context clearly developed? How can the reader tell this is a (insert your style, form, audience, purpose and context) response? |  |  |  |
| Did you explore a moment in time, capture a human experience, a moment of conflict or…? Which examples from your text show this? What can you do to work on this aspect of the task? |  |  |  |
| Could you express ideas more effectively?  |  |  |  |

**Rewrite**

1. Rewrite - read over your response and rewrite it addressing the issues you identified during the reflection.

#### Avoiding common mistakes

* The following list of ‘common mistakes’ in an extended response may also assist you in identifying areas of need, identifying appropriate revision strategies and identifying appropriate resources you will consult during this process. The list has been adapted from the feedback provided in the ‘Feedback on written examination’ from 2019 - 2020.
1. Read through the list of common mistakes.
2. Identify possible strategies you could implement to avoid making these same mistakes.
3. Revisit the HSC marking feedback[[12]](#endnote-13) from [2019](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack#:~:text=HSC%20Marking%20Feedback,for%20every%20question.) and [2020](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack#:~:text=HSC%20Marking%20Feedback,for%20every%20question.) and add any missing pitfalls to the list.
4. Revisit the feedback you received on your assessments, examination responses and/or in class tasks. Identify your areas of strength and areas for improvement.
5. Identify which module you need to focus on the most and explore your revision material for that module.

Table 3 – common pitfalls self-assessment tool

|  |  |  |
| --- | --- | --- |
| Common pitfalls – students may not  | Possible strategies  | In relation to my own work – areas of strength and areas for improvement  |
| Understand and use the terms in the question in the amount of detail required |  |  |
| Address the whole question  |  |  |
| Provide explicit examples from the text to support their argument |  |  |
| Make explicit reference to the features of the form, for example, the visual features of a poster |  |  |
| Establish a clear statement at the beginning of the response  |  |  |
| Use language purposefully, but instead speak generally |  |  |
| Step outside the text to discuss the effect on the audience |  |  |
| Use the stimulus material meaningfully/purposefully |  |  |
| Demonstrate detailed knowledge of the module  |  |  |
| Analyse, but rather will describe or explain  |  |  |
| Provide evaluative statements (if required by the question)  |  |  |
| Produce clear and coherent paragraphs  |  |  |
| Use the metalanguage of form  |  |  |
| Write in the form required of the question |  |  |
| Use the features of the form that they are required to write in |  |  |
| ‘Complete’ their response by providing a conclusion or ending |  |  |
| Compose a logical or believable story when writing creatively |  |  |
| Add your own examples |  |  |
| Add your own examples |  |  |

Resource 1 – teacher-student conference planning sheet

This planning sheet is to help you and your teacher identify the strengths of your writing and those areas that need further attention. A one-on-one conference allows your teacher to focus on your writing and suggest strategies and revision activities that can help you develop a plan to refine these aspects of your writing.

To get the most out of your conference, there are some tasks you need to complete beforehand.

You must:

1. Select one of your modules to revise before your conference.
2. Revisit the feedback from the assessment task for this module that you completed earlier in the year. This feedback is likely to still be helpful now.
3. Complete the Traffics lights method as part of Activity 4.
4. Complete a practice response to a sample question (don’t forget the hyperlinks to NESA examinations above).
5. Reflect on writing the response and complete the reflection questions below.
6. Attach this planning sheet to your response.

#### Before the conference

1. Complete the following four questions. Type into the sections or add more space to the sections if you intend to handwrite.

The question I answered in my response is:

This question has come from:

As I was writing this response, I felt the parts I have done well were:

Some questions I need to ask are:

####  During the conference

Date of conference:

1. Complete the following questions with your teacher during the conference.

The strengths in my response are:

Areas of my response that I need to develop are:

My learning goal:

What strategies am I going to use to reach this goal?

1. [NESA website.](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. [↑](#endnote-ref-2)
2. [NESA webpage for English Studies](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017). © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 27/07/2021. [↑](#endnote-ref-3)
3. [2019 English Studies sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/0d94077d-1820-48af-9121-028405001d9d/english-studies-2017-sample-examination-format-2019-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019, date accessed 27/07/2021. [↑](#endnote-ref-4)
4. [Assessment and Reporting in English Studies Stage 6.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting#:~:text=of%20an%20ATAR.-,HSC%20examination%20specifications,-The%20external%20HSC) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018, date accessed 27/07/2020. [↑](#endnote-ref-5)
5. [English Studies: sample questions](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=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, updated November 2020, date accessed 27/07/2020. [↑](#endnote-ref-6)
6. [2020 HSC English Studies exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020, date accessed 27/07/2021. [↑](#endnote-ref-7)
7. [2019 HSC English Studies exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-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, 2020, date accessed 27/07/2021. [↑](#endnote-ref-8)
8. [Project Zero](http://www.pz.harvard.edu/), Harvard University. [Take Note. Copyright 2016 President and Fellows of Harvard College | Harvard Graduate School of Education, date accessed 16/07/2021.](http://www.pz.harvard.edu/resources/take-note) [↑](#endnote-ref-9)
9. [Project Zero, Harvard University](http://www.pz.harvard.edu/). [The 4 C’s](http://www.pz.harvard.edu/resources/the-4-cs). Copyright 2016 President and Fellows of Harvard College | Harvard Graduate School of Education, date accessed 16/07/2021. [↑](#endnote-ref-10)
10. [English Stage 6 – Prescriptions: Modules, Electives and Texts 2019 – 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 06/07/2021. [↑](#endnote-ref-11)
11. [English Stage 6 – English Studies Modules](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017, date accessed 29/07/2021. [↑](#endnote-ref-12)
12. [HSC marking feedback.](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-studies-2020-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020, date accessed 27/07/2021. [↑](#endnote-ref-13)