English Studies- Understanding the 2019 HSC examination section IV part two transcript

(Duration:8 minutes 54 seconds)

Welcome to the HSC hub student support session for English Studies. In this session, we are unpacking Section IV, the Writing Skills section of the HSC English Studies examination paper. Like our other resources, this resource can be used by teachers with their classes or by students revising in their own time. If using this in the classroom context, you may like to view the presentation and pause, and discuss key ideas with your students during designated times, add your own ideas, resources, or sample questions to the resource booklet, allocate sections for students to view as flip 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 the sample paper, all found by searching NESA English Studies on the NESA website.

This resource is part two, understanding the types of texts required in Section IV of the examination, Writing Skills informative texts. In this resource, we are exploring the writing skill section of the examination and how to ensure you can engage with this section in the exam. Some examples and activities are available in the student resource booklet. This section is quite different from the other parts of the examination. The Writing Skills section could include a persuasive, informative, or imaginative piece. In this section of the presentation, we will unpack the informative types of texts, and this may be addressed in the examination. Informative texts, as defined by the NESA stage six English Studies syllabus glossary of key words are texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering, and presentation of evidence and procedures. These texts include reports, explanations and descriptions of natural phenomenon, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites, and text analysis. They include texts which are valued for their informative content as a store of knowledge and for their value as part of everyday life. Remember, you could be asked to create articles. These could be news or magazine or an online article. You could be asked to write a report, a review, or an explanation or a description of an interesting event. There is a list of different forms of informative texts in your student booklet. This list is labelled Resource 1. It is not an exhaustive list, but just some examples of what you may be asked to write.

Like we did in part one, let's reflect on our past learning in the types of informative texts you may have completed in class. Thinking about informative texts you've written before, identify one informative text you've written in the past. It could be a review, an article, a letter, blog, or an email. Was it for class? Was it marked? If it was marked, what mark did it receive? What was the hardest part about writing an informative text? Remember to complete Activity 1 in your student booklet.

Now that you've reflected on your past informative texts, let's look at a student sample. This is an extract and it is not an exemplar, but rather a satisfactory student example. Let's read this review extract and consider how this is an informative text. "Blackfish" is a documentary about the killer whale named Tilikum and the horrors of sealand/SeaWorld. The film follows the whale's capture from the wilderness, it's life in captivity at SeaWorld. The documentary also shows the abuse the animal faced and the deaths of trainers working with Tilikum. The film was created with footage of the whales performing, footage with trainers and whales, interviews with former trainers, and interview with witnesses during the attacks. They also interview Tilikum's captive and professional whale experts who explain not only the whale's lifestyle and behaviours, they explain the reasoning behind someone's attacks and compose wild orcas to captured. Within the first sentence, "Blackfish" is a documentary about the killer whale named Tilikum and the horrors of sealand/SeaWorld, the student has described what the documentary is about. This is important as this is an opening sentence that tells your audience the subject matter of this review, the informative text. The second sentence, the film follows the whale's capture from the wilderness, it's life in captivity at SeaWorld, continues on from the first sentence and gives us more detail as to what should be expected in viewing this documentary. The third sentence in this introduction now tells the audience the purpose of the film. The documentary also shows the abuse the animal faced and the deaths of trainers working with Tilikum. The audience can now expect an emotive review as the use of language, such as abuse and death of trainers means that this documentary would have challenging content matter. Pause the presentation and turn to Resource 2, review extract. Underline the purpose and the emotive language evident in the second paragraph. This gives you more opportunities to see how to structure a review. It is the description, purpose, and audience that leads to the informative text. Remember, you have 30 minutes in the examination and this is just an introductory extract of a longer piece.

Now that you have worked through the structure of the basic information and what to include in an informative text and engaged with the review extract, it is now your turn to create your own review of a film you've watched recently. Think about what you must include in this piece to make it a film review. It could include some examples from the film, some engaging information from the film, and introduction where in the opening of your review, provide some basic information about the film. A film review does not have to contain a thesis or a main claim, but it should focus on a central analysis of a film. It should have plot summary. Remember, a film review is usually for an audience who have not yet seen the film, so keep this summary very short and don't include any specific details that will give anything away. A description. Here, you can include a more detailed description of the film. At times you would be allowed here to include the personal perspective of a film. Analysis. Here you must include the director's use of film devices to enhance the plot. Think about how the film's devices such as the cinematography, the editing, the mise en scene, the lighting, the diagetic and non-diagetic sound, or the genre or narrative affect the film. A conclusion. This finalises the thought about the film. This is the shortest part of the review. Now remember, it shouldn't really give away the ending of the film. Pause the presentation and turn to Activity 2 in your resource booklet and spend approximately 25 minutes completing this task. This is the end of part two informative text, understanding the types of texts required in Section IV of the examination Writing Skills.

Remember to view the next four parts of this series on Section IV, the Writing Skills section of the English Studies examination.

End of transcript.