**English Studies – unpacking the HSC examination Section IV – part two**

HSC hub student support session – writing skills

## Resource booklet

## Table of contents

[Resource booklet 1](#_Toc73472577)

[Table of contents 2](#_Toc73472578)

[List of tables 2](#_Toc73472579)

[Advice to the teacher supporting students 3](#_Toc73472580)

[Advice to the independent student 3](#_Toc73472581)

[Part two – understanding the types of text required in Section IV of the examination – writing skills 4](#_Toc73472582)

[Resource 1 –informative texts 4](#_Toc73472583)

[Activity 1 – reflection on past learning – informative text 5](#_Toc73472584)

[Resource 2 – review extract 5](#_Toc73472585)

[Activity 2 – informative text – your turn 6](#_Toc73472586)

### List of tables

[Table 1 – types of text overview 4](#_Toc73396635)

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## 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, whole class or an individual student to work through on their own
* pause the recording and ask students to read, reflect and write
* refer to school-based course work, text pairing and assessments to do the activities.

## Advice to the independent student

If using this resource at home independently you will need:

* a black pen and lined paper
* access to your school based coursework for all modules
* a copy of the student booklet either hard copy or digital
* access to the 2019 HSC marker feedback, the 2019 HSC examination and the sample examination materials for English Studies, all available within the [NESA English Studies webpage.](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack)

You can use this resource to refine your understanding of the different styles of writing and expand your writing skills. This will help you in your preparation for section IV writing skills.

# Part two – understanding the types of text required in Section IV of the examination – writing skills

## Resource 1 –informative texts

**Informative** – 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 phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. They include texts which are valued for their informative content, as a store of knowledge and for their value as part of everyday life.

The glossary is contained in the [English Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/glossary) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Table 1 – types of text overview

|  |  |  |
| --- | --- | --- |
| Imaginative​ | Informative​ | Persuasive​ |
| short story​ | news article​ | speech​ |
| extract of a creative piece​ | blog post​ | argument​ |
| poem​ | email ​ | blog post​ |
| imaginative extract​ | online response​ | online response​ |
| ​ | review​ | opinion piece​ |

### Activity 1 – reflection on past learning – informative text

Complete the following questions by writing or typing into the boxes.

Identify ONE informative text you have written in the past.

* It could have been a:
  + review
  + article
  + letter
  + blog
* Was it for class?
* Was it marked? If it was, what mark did it receive?
* What was the hardest part about writing an informative text?
  1. Resource 2 – review extract

'Blackfish' is a documentary about the killer whale name 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 whales lifestyle and behaviours, they explain the reasoning behind someone attacks and compose wild orcas to captured.

### Activity 2 – informative text – your turn

Create a review of a film you have watched recently. Allow yourself approximately 25 minutes to complete this task.

Think about what you should include to make it a film review.

It could include:

* Some examples from the film or some engaging information from the film.
* An introduction. In the opening of your review, provide some basic information about the film.
* A central analysis of the film. It does not have to contain a thesis or a main claim.
* A plot summary. Remember, a film review is usually for an audience who have not yet seen the film. Keep the summary short and don’t include any specific details that give anything away.
* Description. Here you can include a more detailed description of a part of the film. Sometimes in this section a personal perspective of the film is included.
* 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 cinematography, editing, mise-en-scène, lighting, diegetic and non-diegetic sound, genre, or narrative, affect the film.
* Conclusion. This finalises your thought about the film, this is the shortest part of the review. Remember, it shouldn’t give away the ending of the film.

Insert your response in this feature box.