English Studies – unpacking the HSC examination Section IV – part three

HSC hub student support session – writing skills

## Resource booklet

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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.

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# Part three – understanding the types of text required in Section IV of the examination – writing skills – persuasive texts

## Resource 1 – persuasive texts defined

Persuasive – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. They include student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. Persuasive texts may be written, spoken, visual or multimodal.

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)(2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### Activity 1 – reflecting on past learning

Identify ONE persuasive text you have written in the past.

* Describe the purpose - What was the purpose of this piece of writing?
* Was it for class?
* Was it marked? If so, what mark did it receive?
* What did you like about it?
* What was the hardest part about writing it?

## Resource 2 – persuasive student sample extract

**Task– You have been asked to nominate someone you think is worthy of an award on Australia Day 2019. Read the nomination form carefully and then complete your nomination.**

Edith Cowan deserves a Posthumus Senior Australian of the year award for her strong advocacy towards women's and children's health and ultimately the welfare of groups that were disadvantaged within the community and legal system. Her push for political change, her achievements of creating a group that strived to make women able to vote (Karrakatta club) in which they were successful. Cowan also co-founded Western Australia's National Council of Women which planned for a hospital for women to be built in Perth. She founded a protection society for children and also fought to make a children's court. She was the first female Justice of Peace. During WWI she was the chairperson of the Red Cross Appeal Committee. After the wat she was made a member of the British Empire and was appointed to the legislative group.

These achievements definitely deserve a commemoration to what Edith Cowan has done by being awarded a Posthumus Senior Australian of the year.

### Activity 2 – persuasive text – your turn

Create the beginning of a persuasive speech.

Remember to include:

* persuasive language, this includes high modal words
* an introduction that has an engaging hook for the audience
* a clear purpose from the first few sentences
* language that addressed the audience.

**You have been asked to speak to your peer about the values of technology in our society today.**

Complete your response in this feature box.