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

(Duration:8 minutes 40 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 3, understanding the types of texts required in Section IV of the examination, writing skills, persuasive text. This resource will focus on the persuasive types of texts that could be required for this part of the examination. In this resource, we're exploring the Writing Skill section of the examination and how to ensure you can engage with this section in the examination. Some examples and activities are available in the student resource booklet. The section is quite different from other parts of the examination. The Writing Skills section could include a persuasive, informative, or imaginative piece. So in this part of the presentation, we will unpack the various types of questions and how you could engage with this in your exam.

Persuasive texts are defined by the NESA English Studies Stage 6 Syllabus glossary of key words, are 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 maybe written, spoken, visual or multimodal. So you could be asked to write an argument, a discussion, an article, a speech, a blog post, or an email persuading your audience. Remember, this is not an exhaustive list, but just some examples of what you may be able to write. This is also available as resource 1 in the student booklet.

Let's start with the definition again. It says, "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." So reflecting on your learning once again, let's turn to activity 1 - reflecting on past learning, and complete the following task. Identify one persuasive text you've written in the past. This could have been a speech, a persuasive paragraph, or it could've been an involvement or writing for a debate, or a persuasive extended response. Describe the purpose. So, what was the purpose of this piece of writing? Was it for class? Was it marked? If it was marked, what mark did it receive? What did you like about it? What was the hardest part about it? Remember to pause the presentation and complete Activity 1.

Let's read this review extract and consider how this is a persuasive text. Task - you've been asked to nominate someone you think is worthy of an award on Australia Day. Read the nomination form carefully and then complete your nomination. Edith Cowan deserves a Posthumous Senior Australia 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 strive to make women able to vote, the Karrakatta club, in which they were successful. Cowan also co-founded West 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 the Peace. During World War I, she was the chairperson of the Red Cross Appeal Committee. After the war, 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 Posthumous Senior Australian of the year.

From the opening statement, the student has created a strong position. The use of the verb deserves, from the beginning, tells the audience that this person they have chosen is the right person for the award. They are doing their best to persuade the audience by continuing to use passionate and emotive verbs and adjectives, strong advocacy. Ultimately her push, strived, successful. The list of award and accolades numbered on this slide that were achieved by Edith Cowan, is used by the student to reinforce the persuasive purpose. And it is clear that this response has engaged effectively with answering the question and the purpose of the task. They've also ensured, by using formal language, that it is well structured in the response, that they have attempted to successfully also engage with the audience, their committee that will make the decision on this award. Lastly, for context, as the student has chosen a person that has passed away, they've made changes to the language such as using posthumously, which means given the award to someone after they have died. They've engaged with the context of the task and the purpose of the task.

You have now reviewed the definition of a persuasive text, reflected on the past persuasive text you have created, and engaged with the persuasive student sample. It's now your turn to create the beginning of a persuasive text, a persuasive speech. The task. You've been asked to speak to your peer about the values of technology in our society today. This is the introduction and first paragraph only. Remember to include persuasive language. This includes high modal words, an introduction that has an engaging hook for the audience, a clear purpose for the first few sentences, language that addresses the audience. At this point, pause the presentation and take some time to complete Activity 2 - persuasive text - your turn.

Share your completed introduction and first paragraph for feedback. This task will support your development of persuasive language skills. You can use rhetorical questions, high modal language, such as must and now, imagery that supports a persuasive sentences, and some basic facts that support your response. Remember, pause the presentation and complete Activity 2. This is the end of Part III, understanding the types of texts required in Section IV of the examination, Writing Skills.

Remember to view the next three parts of this series and Section IV in the Writing Skills section of the English Studies examination on the HSC hub.

End of transcript.