English-Studies-Understanding the 2019 HSC examination section IV part 4 transcript

(Duration: 9 minutes 48 seconds)

Welcome to the HSC Hub students support session for English Studies. This resource can be used by teachers with their classes or by students revising in their own time. If you are a teacher using this resource in the classroom context, you may like to: View the recording and pause to discuss key ideas with students. Add your own ideas, resources, or sample questions to the resource booklet. Use this resource for flipped learning by allocating sections for students to view prior to class. And then during the lesson construct modelled guided and independent responses. If you are a student using this resource at home, you will need: A copy of the student booklet. This can be either hard copy or digital. 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 four of the section four, writing skills series. In this part, students will be working through a template to support the planning of their responses. When we write, the audience we need to engage, purpose of our text, and the context in which we're writing, influence our decisions around the type of text and the form we choose. We want to ensure that our type of text and the form of the text are the best fit for our audience, purpose and context. As we saw in part three of this resource, they are all important factors to consider when planning a response. Let's review our understanding of what some of these terms mean. The glossary attached to the English Studies Stage Six syllabus defines audience as the intended group of readers, listeners, or viewers that the writer, designer, filmmaker or speaker is addressing. Any texts that you can pose, short story, speech, poem, poster, film, or even a video game, is going to be created with a particular audience in mind. You are creating a piece to appeal to a particular group of people with similar interests. For example, a video game like "Mario Kart" or "Just Dance" may have a different audience to a piece of classical music or heavy metal.

The purpose of the piece is also influenced by its audience. If you don't engage your audience, then your piece won't have had any impact, your ideas won't be understood and your message will be lost. This definition is also from the English Studies Stage Six syllabus glossary. The purpose of the text, in very broad terms, is to entertain, to inform, or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: Persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on. What this tells us is that purpose is connected to audience and context. We need to think about the purposes of texts we create and how we can engage our audience. For example, when presenting a speech, your purpose may be to persuade your audience, through speaking devices, to a particular point of view. If you don't manage to persuade your audience, you haven't achieved your purpose and conveyed your message.

Context is defined as the range of personal, social, historical, cultural, and workplace conditions in which a text is responded to and composed. This tells us that our own context influences what we create. It also tells us that if we choose to set a piece in a context different from our own, for example, an imaginative texts set during World War II, we would need to adjust the language we use, the types of characters we create, and think about the purpose of the piece. Like the picture in this slide, without context, your piece can be puzzling for your audience. This picture shows a ram standing in a doorway with a lantern on its head looking at a tilted picture of a child. Without context, we can miss the purpose of the piece and the chance to engage our audience. That is why teachers tell you to write what you know. Writing about a subject or time period that you haven't researched, means the ideas in the piece can get lost and historical inaccuracies can be jarring for the reader. Your context is just as important as any other time period, so don't be afraid to write what you know.

Let's think about how we can use these factors in our own writing. This is an activity that supports you in practising the types of texts you may be asked to compose in this section of the examination. Remember, you could be asked to compose any type of text you have studied in your modules in either Year 11 or Year 12. Today, we're going to practise writing a speech. The question says: You have been invited to return to your school two years after graduation to speak to the current Year 12 class about the value of English studies and the significant effect it had on you. Specifically, the teacher would like you to discuss the impact and value of schooling on your life now. Write the speech you would give to the class. Here, the type of text is persuasive. The form is a speech. The audience of this text is Year 12 class. The purpose is to showcase the English Studies course and its impact on you. The context is a presentation to Year 12 students which means the language can be informal in parts. The table is available as Resource 7 in your student booklet. For this question, you could create a speech with a five paragraph structure, an introduction, three body paragraphs, and a conclusion. Now it's your turn. This question states: The importance of films in our society today. You are writing an online blog post for an Australian teenage film review site. Your blog post is about why film is such an important text in our society today. What would be the type of text? Would it be imaginative, persuasive, or informative? What is a blog post and where would it fit in within the types of text you already know? What is the form? Who is the audience? Remember to look at the question for this point. What is the purpose of this blog post? What is the context? Remember, the context gives you the background so you may need to ensure you are covering the purpose and engaging the audience effectively. This is Activity 2 in the student booklet. Pause the presentation and complete Activity 2.

Here is a sample structure to help you plan to write a response for this section of the examination. This is available as Resource 2 in your student booklet. Questions to think about in your planning include: What is the purpose of your piece? Is it for your audience to be informed, persuaded, or to feel something? What is the main idea in your response? Think about what you want to say in response to the question. What do you want the audience to walk away thinking or feeling? How are you going to make them think or feel this? Here you need to identify the language features you need to use to create these effects. The language features go with the form of the text you have chosen. For example, in a persuasive speech, you may want to use rhetorical devices, logos, ethos, and pathos. Why are you choosing these specific language features? This is asking you to think about the purpose of the language devices. Does your use of a symbol help establish the setting in your story? Does your anecdote make your point more persuasive? This question is asking you to think about whether the technique is the best tool for the job. Take around five minutes to plan your response.

In the next video, we will be coming back to these questions and looking at an example from a previous paper. This is the end of part four of English Studies unpacking the HSC examination section four, writing skills. Remember to view the next two parts of the series on section four, the writing skill section of the English Studies examination.

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