English Studies – unpacking the HSC examination – part 6

HSC hub student support session – writing skills

## Student booklet

## Table of contents

[English Studies – unpacking the HSC examination – part 6 1](#_Toc74591238)

[Student booklet 1](#_Toc74591239)

[Table of contents 2](#_Toc74591240)

[Advice to the teacher supporting students 3](#_Toc74591241)

[Advice to the independent student 3](#_Toc74591242)

[Part 6 – exploring sample responses from Section IV of the 2018 sample paper and the 2019 examination 4](#_Toc74591243)

[Resource 1 – example C 4](#_Toc74591244)

[Activity 1 – a place of significance 4](#_Toc74591245)

[Resource 2 – 2019 examination question 8 5](#_Toc74591246)

[Resource 3 – sample response to question 8 5](#_Toc74591247)

[Activity 2 – annotating the sample 6](#_Toc74591248)

[Resource 4 – imaginative response planning questions 6](#_Toc74591249)

[Activity 3 – planning your response to the 2019 examination question 7](#_Toc74591250)

[Resource 5 – 2019 marker feedback 7](#_Toc74591251)

## 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.

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 6 – exploring sample responses from Section IV of the 2018 sample paper and the 2019 examination

## Resource 1 – example C

**Example C (15 marks) ​**

Using the setting described in Text 3 of the Stimulus booklet, compose an imaginative piece of writing which shows how place can have a lasting impact on a person's life.

### Activity 1 – a place of significance

Think about a place that has special significance to you. It may be somewhere that you visit regularly, or you remember fondly even though you haven’t been there for a long time. Imagine that you are there and write in the blue boxes what comes to mind for each of the following prompts:

* Describe what you can see
* Describe the things around you that you can touch and how they feel
* Describe what you can smell
* Describe what you can taste
* Describe what you can hear
* Describe how this place makes you feel.

## Resource 2 – 2019 examination question 8

**Question 8 (15 marks)**

Use the cover from The New Yorker magazine (Text 3) on page 4 of the Stimulus Booklet as the basis for a piece of imaginative writing to be included in a collection of short stories called Through the Window.

## Resource 3 – sample response to question 8

With the crash of the door behind me, I walked in and plonked myself in my favourite couch, exhausted from the day that was. I reached down and unbuckled my heels, letting my throbbing ankles finally free from being trapped in those straps. As I sit back up I let myself sink further in the old worn out leather couch. I take a deep breath and let my eyes close just a little bit, seeking for the silence and peace of this apartment escaping from my day at the office. I sigh in relief as there is no more continuous tapping of keyboards and no more nagging deadlines. That seems to be inescapable. I am soon quickly disturbed by the faint whispers of salsa music and off-beat thuds. I quickly but calmly open my eyes and again and peer outside my window. I am soon reminded that I am only briefly escaping the madness that is New York, from my little bubble that is my apartment. Except, this is my one daily routine that is somewhat enjoyable. From this one little couch, through my window I am able to see the old red brick apartment building across the lane.

### Activity 2 – annotating the sample

Take a moment to re-read the response in the resource above. As you do:

* **Underline** where the student has used the stimulus
* **Circle** a sentence that uses imagery to help the story along
* **Highlight** where the student has engaged with the question – that is, they have linked their short story to the idea of ‘through the window’
* Explain how this story shows a moment in time. Write your response in the box below.

## Resource 4 – imaginative response planning questions

Use the questions below as a guide when planning an imaginative response.

* What is the main idea in my short story?
* What is my setting?
* Can I give a one sentence plot overview for my moment in time?
* What do I want the audience to walk away thinking or feeling?
* How am I going to make them think or feel this?
* What language devices do I want to use and why did I choose those specific devices?
* What motif, visual or literary devices should I include?

### Activity 3 – planning your response to the 2019 examination question

Using the questions in resource 4, plan your response to question 8 of the 2019 examination question in the box below.

## Resource 5 – 2019 marker feedback

Students should:

* engage with all parts of the question
* show awareness of audience and purpose.

In better responses, students were able to:

* demonstrate a thoughtful understanding of the notion of ‘through the window’
* effectively engage with the notion of ‘through the window’ throughout their response
* purposefully embed the stimulus and question in their response
* successfully manipulate form and structure for an imaginative purpose
* use language in a well-developed and controlled way.

Areas for students to improve include:

* engaging with the specific terms of the question
* developing a credible and engaging plot
* composing a controlled and complete response.