# ModuleHSC hub English Bites

Student resource to support preparation for the HSC – English Advanced Module B Critical Study of Literature.

## Module B – W.H.Y. critical response planner

On the first two pages you will find advice about why this resource will be useful to you and suggestions about how to use this resource.

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### **Instructions for students using this resource independently**

* It is a valuable revision activity to create planning tables for the critical responses for your prescribed text; the activity below is designed to be completed in approximately 20-30 minutes.
* The activity focuses on organising your analysis of the text and will help you plan your ideas, which could then be turned into detailed paragraphs for a critical response.
* Once you finish the planner show it to your teacher and or a peer for feedback.

### **How will the activities in this resource help you do well in this module?**

The activities in this resource are designed to support these points from the Module B description in the English Advanced syllabus. Students:

* develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text
* [develop] increasingly informed and personal responses to the text in its entirety
* understand the distinctive qualities of the text, notions of textual integrity and significance
* [engage in] close analysis of the text’s construction, content and language to develop [their own] rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading
* appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts
* critically analyse, evaluate and comment on the text’s specific language features and form
* express complex ideas precisely and cohesively using appropriate register, structure and modality
* express their considered perspective of [the text’s] value and meaning.

[NSW Syllabus for the Australian curriculum English Advanced Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2017. See the NESA website for additional copyright information.

### Connecting to the examination

The activities in this resource will help you develop the knowledge and understanding required to answer questions in the examination for Module B. A thorough and detailed bank of ideas, evidence and evaluation that can be adapted to suit questions such as this one from the NESA sample examination will help you become much better prepared.

Example C (20 marks)

The primary concern of good [insert prose fiction, poetry, drama, nonfiction, film, media, or Shakespearean drama] is the representation of truth.

To what extent does this statement relate to your own understanding of your prescribed text?

In your response, refer to the quotation and your prescribed text.

[Sample questions HSC Examination English Advanced Paper 2 – Modules](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-advanced-2019-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018.

## Activity unpacked

1. What are the different thesis points, ideas and or values you think are evident in your prescribed text? Using the ‘What?’ column in the planning table add each to a different row. Add rows as needed.
2. How is each thesis point, idea and or value developed in the text? Add these as dot points in the relevant row under the ‘How?’ column. Add notes, including examples from your text, on any or all of the following:
   * Symbol
   * Imagery
   * Style
   * Character
   * Narrative structure
   * Point of view
   * Context
   * Other
3. Why have you chosen to explore this thesis point, idea and or value? Why is it important to the composer? Why is it important to you and other responders? This information will be explained in the ‘Why?’ column. This section is where you pull everything together and evaluate what you learnt about the point, idea and or value. This information will be modifiable, depending on the question you are being asked to answer. This evaluation is critical, it supports you to respond insightfully about the text and the particular argument you are making.
4. When using the planner, you will develop paragraphs by following a row across the three columns, from left to right. Typically, each effective paragraph will have:

* a complex sentence outlining **What** perspective you presenting: specify your idea and how it develops your response to the question and/or module
* several **How** sentences that use judicious detail to develop support for your idea
* a well-developed **Why** section that fully develops your explanation. Do not just ‘top and tail’ and rewrite the essay question!

Table 1 – W.H.Y critical response planner

|  |  |  |
| --- | --- | --- |
| What? | How? | Why? |
| **What point, idea and or value are you focusing on? You can make it general, or write it as a complete thesis statement.** | * Symbol * Imagery * Style * Character * Narrative structure * Point of view * Context * Other | Why have you chosen to explore this thesis point/idea/value? Why is it important to the composer? Why is it important to you and other responders? |
| **Add your own information** |  |  |
| **Add a new row for each new point, idea and or value.** |  |  |
| **Continue adding rows for each new point you present.** |  |  |
| **Aim for at least 5 but try to get to 10 so you can go beyond your comfort zone.** |  |  |
| **Research and read academic responses to the text to help expand your thinking.** |  |  |

### Practise examination response

Now you have practised developing a bank of ideas, evidence and evaluation use this information and write a response to NESA Example C above. You may wish to write under timed conditions. Or, create your own version of this sample examination question and write a response to that instead. Swap your response with a peer and provide each other feedback, pay particular attention to the connection between your thesis statement and the requirements of the question, are they clearly connected? Do you link back to the question within your evaluation?