English-EALD Focus on writing P1 transcript   
(Duration 24 minutes 35 seconds)

(soft music)

Welcome to the HSC hub student support session for English EALD. This is part one, of a two-part session exploring the module, Focus on Writing. Focus on Writing. Writing with audience, context and purpose in mind. Please note before we begin, this resource is designed to be delivered by teachers with their students. So the language within the resource is directed at students. Our topic in this resource is the Focus on Writing module. You would have been studying this module concurrently with your other modules throughout the HSC course. Now it is time to prepare for examinations. As you know, this module is examined in paper one, section two, after the Texts and Human Experiences module. Here are the learning intentions and success criteria for this resource. These are included in the student resource booklet, and if you haven't downloaded and opened that resource yet, this is a good point at which to do so.

Learning intentions: for students to, understand the best language for the purpose, audience and context of a writing task, clarify the types of texts required for writing in this module, analyse some student sample writing and what the marker feedback reveals. Success criteria: for students to be able to identify the requirements of Focus on Writing exam questions, understand how language can be used to address purpose, audience and context as well as the type of text required, write a stronger response to a Focus on Writing question.

[Slide reads- Advice for teachers supporting their students.   
Option 1 – using this resource to review material in class.

In a classroom context you may like to:

* use this resource in a workshop setting with a group or an individual student to work through on their own.
* pause the recording and ask students to read, reflect and write.
* use school-based assessments and classwork as examples to use as case studies.]

Part one of this resource has been designed to run for approximately 30 minutes, excluding time for activities. For a teacher using this in a classroom setting, we suggest you stop the recording at key points and support students to complete the set activities. Please feel free to supplement the material presented with your own strategies. In this way, the two sections of part one of this resource may work best if covered in two separate sessions.

[Slide reads- Advice for students exploring this on their own. Option two – using this resource to study independently

If using this resource at home independently you will need:

* access to some of your school classwork and assessment tasks
* access to both this presentation and the student resource booklet
* time to explore the activities suggested here. This resource works best if you follow all instructions and complete the thinking routines, reflection activities and written tasks. Make sure you take adequate breaks]

As suggested, this part is been designed to run for approximately 30 minutes, excluding time for activities. We suggest you stop the recording when asked to and complete all the activities. This includes thinking routines, reflection activities, and written responses in the student resource booklet. Make sure you have all the material you'll need, especially the student resource booklet.

Please note that this agenda covers both parts of this student session. This resource is part one only and covers sections one and two, revising the module description and writing in the examination. There is a separate recording for part two. That session covers sections three and four, suiting language to purpose and context, and examining sample student writing.

Welcome to part one of this resource. In this part, we will look at the module description as a good place to revise the focus of this module. We will then consider the types of writing that you may be required to do in the examination of this module. In preparing for the exam, the best starting point is of course the syllabus. Examination questions are based on the module descriptions in the syllabus. So it is crucial that you are familiar with the terminology used. Let's start by revisiting the module description for the Focus on Writing module and exploring some of the key phrases that should be familiar to you.

Here are three key sentences from the module description. Do you remember doing these types of activities through the course? Turn to resource one activity one on page five of the student resource booklet. After I read each sentence, pause the recording and give yourself time to jot down an example in the space provided for this activity in your student booklet. Notice that on this slide, the subheading in red guides you to the activity number in the student resource booklet, while the note on the bottom right suggests the page number. Look out for these signals throughout this presentation. Now, see if you can remember doing a specific activity over the last couple of years that matches each sentence. One, students design and present a range of texts appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts. Pause the recording and write an example now.

Two, students experiment with techniques, styles, and forms in creative, imaginative, critical, discursive, persuasive, and informative tests. Pause again. Three, students plan draft and refine texts for their audience, context and purpose. Make sure you pause the clip so you are able to focus and complete the activity. Each sentence describes something you need to do. Read the three sentences again carefully, and then answer these three questions in the student booklet. One, which key words are repeated in sentences one and three? Two, which words indicate the kinds of work you are expected to do? And three, which types of texts can you be asked to write in the examination? Pause the recording, read the three sentences again, and then write your answers.

How did you go? These are the suggested answers. If you missed something, make sure you add it to your answer in your student booklet. Text, audience, context and purpose are the repeated key words in question one. In this module you are expected to design and present, communicate, experiment, plan, draft, and refine for audience, context and purpose. The four kinds of texts too write are imaginative, discursive, persuasive, and informative. Don't worry if you missed something or you don't understand a key word. We will now examine each one of these answers one at a time.

Let's start with those repeated words. Audience, context, and purpose are repeated through the syllabus for a very specific reason. The module description for Focus on Writing says, students refine their own written texts with increased confidence and accuracy for their audience, context and purpose. There is an expectation here that you will improve your grammar and spelling for example, not just to be right, but to better address who you are writing for, the situation you are writing in, and the purpose of your writing. Thinking about audience, context and purpose should be central to your writing process. And as you will see, it is central to the marking of this part of the exam.

Considering audience, context and purpose. Why do these three terms matter so much? The three key terms in the answer to the first question you've just answered, audience, context and purpose. They are crucial to your writing in the examination and crucial to communication generally. It's very important to think about context, audience, and purpose when you plan your response for this module. Thinking about these three terms ensures that you are using language effectively. What can possibly go wrong if you do not? Let's think of an example in our daily lives when we did not think about context or audience. Can you think of a time when you did or said something silly or embarrassing because you didn't understand the context or audience? If you're not sure of the meaning of these terms, it is time to consult the glossary. This will help us define these key terms so we can begin to improve our writing by considering them carefully each time we write. It is very important to familiarize yourself with a glossary for your course.

You will find the link to the glossary for EALD in the student booklet under resource two on page six. Pause the video and look up the definitions for the following four terms. Write them into the space provided in activity three using your own words as much as possible. That's audience, context, purpose, and register.

Now let's spend a moment on those keywords. We will be investigating all four at different points of this resource, but we're going to take a look at purpose, context and audience now. Firstly, our purpose for communicating guides our choice of language and language technique. Consider this situation and the three possible sentences you are given. Which would you use and why? Pause the recording now and read the situation on the screen.

[Slide reads:  
The importance of purpose – our purpose in communicating guides our choice of language and language techniques

Situation - If you wanted to ask for money from your parents, which one of these phrases would best help you achieve your purpose?

1. “Hey you, got any money?”
2. “Hi dad. How are you this morning? I’ve just made coffee if you’re interested. Oh, and I was wondering if you had a spare $20 I could borrow just for today. I’ll pay you back tonight.”
3. “Mum, could I get a couple of bucks for food today?”]

Notice two things. One, the choice of phrases in the very formal one in the middle. For example, “I was wondering.” Two, the importance of context. The choice between two and three might depend on your relationship with your parents. It might also depend on cultural background. What kind of context can you imagine around number one? So the context of the communication can make a big difference. As you saw in the glossary, the context refers to the many and varied conditions that impact on the composer and responder. What if you have an uncomfortable history with the person you are asking for money? What if you promise to pay it back last time and still haven't? What if the days are very special one with nerves all around? What if it was the day before your first HSC exam? The situations around the communication will affect the language you choose to use.

There is always some kind of relationship between the composer and responder. Usually we can answer the following questions about the audience for our texts. What do they already know? What do they want? What do they know about you? What are their values? This last one is especially important. What if you knew that your parents were brought up believing in self-sufficiency and are reluctant to lend you money? How would you approach the situation then? What kinds of language devices would help you achieve your purpose?

In the student resource booklet, you will find the last activity for this section on page seven. It is a thinking routine called I used to think, now I think. It is designed to get you to reflect on what you have learnt. Pause the recording now and take a moment to fill it in before you begin section two. Now would be a good time to read the whole module description, which is included below this activity as resource three on page eight. Highlight other key words and phrases that you think might be relevant to your preparation for the exam.

Before we explore your preparation for the exam, be sure to familiarize yourself with the structure of the English EALD exam. Go through the specimen and 2019 exam, and look at the layout, instructions, marks offered, and timing suggested for each section. There are links to both the sample NESA papers and the 2019 HSC exam in resource two useful links in your student booklet To give you further assistance, we are also developing a resource where an experienced EALD teacher, guides you through the exam paper. This is called ‘EALD, unlocking the exam’ and will also be available within the HSC hub.

[Slide reads: The exam specifications- paper 1, section II – Focus on writing

* there will be one question which may contain parts
* the question will require an imaginative, discursive, persuasive or informative response
* this question may include a stimulus and/or an unseen text.]

Here are the exam specifications for the Focus on Writing module. These are the general guidelines which will help you to work out what to expect in the exam. Pause the recording here for a moment and consider which of these points can you actually prepare for? The first point should focus you on the possibility that you might have to write one longer piece worth 15 marks, but you might have to write two pieces of equal size and marks or one longer and one shorter piece. Be ready for anything. The second and third dot points can definitely be prepared for, so let's explore each in turn now.

In general, texts can be classified as belonging to one of three types, imaginative, informative, or persuasive. Go back to the Stage Six English EALD syllabus glossary, and find the entry for types of texts. Read about imaginative, informative and persuasive texts. Think about which of these purposes you feel most confident with when writing for exams. Which purpose most worries you? Consider focusing on the purpose you are least confident with in writing additional practice writing tasks so your teacher can give you feedback for improvement. Pause the recording and use table two on page nine of the student booklet to record your feelings at this moment. Tick how you feel for each type of text. You will then watch a short video about the key features of the three types of texts. Take notes in the space in your student booklet. Watch out, the video discusses four types of texts. What is the extra one? Make sure you take notes of its key features in your booklet, then do the thinking activity about it after the video.

(playful music)

[Video script: Types of texts – exploring the types of texts you can be asked to produce in the EAL/D exam.

The three types of texts – imaginative, informative, persuasive. But wait – isn’t there another type of text? Yes. It’s the discursive. But let’s look at them all one by one.

Imaginative texts – aim to engage, entertain and sometimes teach the reader by creating an imaginary world. Have a narrative structure including an orientation, a complication and a resolution. Include descriptions of characters, events, settings, events and problems or tension.

Informative texts – give the reader information, or describe and explain the world in the form of news reports, instructions and most websites. Involve a more formal and detached tone with technical language and real world examples. Include an introduction, a series of body paragraphs and a conclusion in their structure.

Persuasive texts – aim to convince the reader that a course of action or idea is the right one. Have a structure that helps set out a clear and powerful argument: an introduction, a series of body paragraphs and a conclusion. Use a variety of persuasive language techniques and devices to appeal to the emotions, ideas and principles of the reader.

Discursive texts – explore an issue to inform and entertain, making the reader think about the issue from different perspectives. Come in many different forms, for example blog posts and magazine articles as well as different levels of seriousness and formality. Have an introduction, body paragraphs and a conclusion that explore an issue using a variety of techniques.

That’s the four types of text. Remember that you may be asked to write in any one of these, so make sure you get prepared.]

Did you have time to jot down some notes in the student booklet? If you need to stop the recording or play it again to give yourself more time, go ahead. Be aware though, that the ideas in the video are generalizations. Imaginative texts do not have one set narrative structure and informative texts, usually have a more detached tone, but this really depends on the context and audience. Similarly, texts often have more than one purpose and often fit into more than one category. A speech for example, may be discursive in some parts and very persuasive in others.

Let's focus on discursive texts: the fourth type of text. Discursive stands apart from the other types of texts in that it can be thought of as more of a style than a purpose. Discursive texts take a range of forms including blogs and feature articles. They are structured conceptually presenting different ideas about a topic as in a discussion of the topic, but without the purpose to argue and persuade the reader to a single point of view. We might think of them as a style because the personal voice of the writer is very important and they tend to use features from all three types of texts to make an engaging piece, even features like characterization that we would normally associate with the imaginative text. Pause the recording, and first go back to activity five and tick the box for how confident you are in writing discursive texts. Then check to see that you have two features for discursive texts from the video in table three below. Finally, try activity six on page 10 of the booklet. This asks you to think about how discursive texts are similar to or different from the other three types of texts.

How did you go? Here are some possible similarities and differences you might have noticed. Pause the recording for a moment and read over the table on screen then add to your answers in the resource booklet.

[Table reads:

Similarities:

* needs detail, evidence, information
* has a clear structure
* uses a range of language devices suitable to purpose

Differences:

* (to persuasive): doesn't try to convince to one side of the argument
* may develop an informal or 'friendly' tone or voice towards the reader
* may have a variety of features you might associate with other types of text]

A builder would never start on a project without a plan. Even though time is tight in the exam, a minute or two planning is still highly recommended. Use what you know about types of texts to help you plan.

[Slide reads:Planning around types of text in the exam. Once you see the question in the exam, what then?

In the exam you don't have time to draft and refine (though a quick check over your work in the last minute is a good idea if you have the time). But you do have time to plan. Once you see the question and establish the type of text required, spend one to two minutes jotting down how you are going to use the features of the text to write your piece.]

Take a moment to read the advice on screen and perhaps think about a time when you got stuck midway through a project because you didn't have a plan. And don't forget to plan how you're going to use the stimulus if there is one.

In order to set up good planning practices, let's consider the stimulus you may be given. Think about the four possibilities you have been given on the screen. Could they all be given to you in the exam as a stimulus do you think? A line from a poem, an image, a short extract from a story, a screenshot of a webpage. The answer is yes. What other types of stimulus can you think of? And what can we guess based on our experience as teachers and students about what is likely in the exam? Consider whether you think the stimulus is likely to be multimodal or not, that is containing both visuals and written text. Do you think it will be highly specific about one particular sport for example, or more generic about any sport? Will it be open to interpretation or will it require a single point of view in the response? Pause the recording and take a moment to indicate in the table under activity seven in your student booklet, how likely you think these possibilities are.

[Slide reads: Getting inside the mind of the marker – consider the motivations of the examination writers.

The stimulus should not unfairly advantage any group of students. It needs to be broadly accessible. The text should also lead to a range of responses, allowing students to express their personal views. It also needs to allow scope for a range of different responses at a range of levels.]

We hope you ticked highly unlikely for that last one. In fact, it is not possible. The examiners want to give you something new to get you started on your writing. It won't be long and it will be accessible to a broad range of students so that no one is disadvantaged. Pause the clip and take a moment to read the list of motivations of the markers on screen.

[Slide reads: The 2019 exam question – Paper 1, section II – Focus on Writing

You have been asked to speak to your school community. The topic is ‘technology has changed teen reading habits.’ Write a persuasive speech expressing your view on the topic. Use the stimulus provided... and your own ideas to write the text of your speech.]

Here's the question and accompanying stimulus from the 2019 exam. Take a moment to consider the question and the image you have been given. Look especially at the different types of information in this multimodal text. Do you have to use all of it? Let's consider the stimulus based on our table of likely stimulus types. What can you notice? One, it's a fairly general topic, reading habits. Two, it contains both written text and images. It's multimodal. Three, you need to use parts of it, but you also need your own ideas. It's only a stimulus. Four, you are asked to express your view. The stimulus contains information to provoke your response, but it does not force you to take any particular side in the debate. And no, you do not have to use all of the stimulus. But you need to use at least several of its features as important parts of your writing. This is largely to make sure students are thinking on their toes in the exam and not rewriting something they prepared earlier.

Let's apply our learning through activity eight, to think about context, audience and purpose in the teen reading habits stimulus. You will find the following table in the student resource booklet. Pause the recording now and take a few minutes to fill it out. Look carefully at the stimulus and give as much detail as you can. For the first context point, what is your role? For the second context point, what is the situation you are writing it in? For audience, who are you writing for? And for purpose, what are you trying to achieve? This activity allows you to practice some of the skills in planning that we have mentioned. In the exam you will be able to do this quickly in your head and jot down a couple of points. Here we want you to take the time to use the table provided. Pause the recording now and fill it out.

How did you go? Here are some possible answers you may have written. What are the implications of your role? You are a student in the school community. You have a relationship with students and teachers who are watching. You have shared experiences. What are the implications of the situation? It is a speech at a nonspecific occasion or event. Note that you could make this up. You will be close in time and space to your audience. It may be a highly formal event, or is it less formal? You decide but make sure you suit your language and content to the occasion. What are the implications of the audience? You're speaking to teachers, fellow students, and perhaps parents. The expectations and values of these people should guide your choice of language and topic. What are the implications of your purpose? The key word in the question is persuasive. You must use the structure and language features of a persuasive text and have a clear statement of position. As part of your planning you need to decide your view on the topic. This will be your statement of position or main idea. Then you need to have a number of supporting arguments that will structure your text.

Here again is the question and stimulus from the 2019 HSC exam. Try it when you next have 30 minutes to write under exam conditions, but let's make it an experiment. Make context, audience, and purpose the main things you keep in mind. Don't worry too much about anything else. Show the result to your teacher or a peer. In part two of this EALD session, we will be focusing more on the writing and language skills needed to excel at this task. To complete this section, please use the KWL table in the student resource booklet to reflect on your learning. This is activity nine on page 13. K stands for Knew, as in what I already knew about this topic. W stands for want, as in what I still want to learn. Be sure to discuss points in this column with your teacher. The final column is L for learn, as in what I've learnt during this section.

This is also the end of part one of this resource. We will continue with part two in a separate recording. That part looks more specifically at language devices appropriate for the types of text, then explores a student sample in light of the marker's feedback from the 2019 HSC exam.

(soft music)

End of transcript