English - Standard- Module C
Part3 component 4 transcript

(Duration 15 minutes 53 seconds)

(soft music)

Welcome to the HSC hub student support sessions. This is part three of the Standard English Module C session Staying focused on the module. This video is the final resource in this series. Please remember that the aim of this resource is to provide students with a little extra support in their preparation for examinations. This resource can be used by teachers with their classes, or by students revising in their own time. Teachers and students, please take note of the advice that was provided at the start of parts one and two of this resource. And make sure you have viewed both of those before you commence with this resource.

While there are four video components for part three, there is still only one student resource booklet. Make sure you have a copy of this resource booklet. The activity numbers in each video direct you to the part of the resource booklet you will need to utilisze. Within this video, we will unpack examples C of the 2018 NESA sample questions. While this resource has a playtime of around 20 minutes, this does not take into consideration the time required for you to engage deeply with the activities provided. Please keep this in mind as you utilise this resource.

[Slide reads: NESA specimen paper  Example c (20 marks)

(image of a grand internal staircase)

(A) Use the image above to write creatively about a character’s response to entering this unfamiliar setting for the first time. 10 marks

(blue box with NESA note: Students are not expected to construct a complete narrative. They may choose to craft the opening, ending, a significant event, a fragment or a particular point of tension)

(blue box containing NESA note: Questions in this section may or may not require reference to Module C prescribed text.)

(b) Assess how effectively you evoked your character’s response to this experience, making detailed reference to your use of a range of language devices and stylistic features. 10 marks]

We will now explore the 2018 NESA section three Module C sample question, example C. This is what the example looks like within the NESA sample questions paper. And as you can see, this is also a two-part question with part A and part B. If you have not read this question recently, pause the presentation and read the question. You may wish to jot down a few ideas that come to mind as you are reading.

Did anything in particular stand out for you with this question? You might have noticed that this question does not require you to reflect on the texts that you studied within Module C. This asks you instead to focus on your use of language devices and stylistic features from within part A. The information contained within the blue boxes highlights that there is the possibility that you may or may not be asked to refer to the text that you studied within this module. Part A asks you to, “use the image above to write creatively about a character's response to entering this unfamiliar setting for the first time”, and this is worth 10 marks. Note that the boxes in blue, that highlight "You do not need to write a complete narrative." This is a moment in time. The characters response to entering this unfamiliar setting for the first time. The mood or atmosphere that you create is entirely up to you. You've also been told to write creatively about a character's response. You might have noticed that this question seems to naturally lend itself to the creation of one type of text over others. Which type do you think I'm referring to? Pause the presentation and make some notes outlining which type of text you think is best suited to the stimulus. You might like to utilise the prompts provided within the start of activity 14 to help with this planning. Note the connection to purpose within this list. What is the purpose of this piece of writing? What have you been asked to capture?

Now on to part B. Part B requires you to “assess how effectively you evoked your character's response to this experience. Making detailed reference to your use of a range of language devices and stylistic features”, this is also worth 10 marks. As we have already mentioned, in this example, you are not required to make a connection to prescribed texts study during Module C. For your response here, you need to articulate your creative use of the stimulus. How did you capture your character responding to this setting for the first time? How did they respond? And why did they respond in this way? You need to be able to identify what your character's response was to this setting, and then how you used a range of devices and features to capture that. That word range is really important. As are the plurals with devices and features. This tells you that you need to talk about more than one for both language devices and stylistic features. This is worth 10 marks, the same as part A. So you should be writing for 20 minutes for each part. To support these ideas, you again need to be self-referential. You need to explain how effectively you evoked the response through these particular devices and features that you used when composing part A. Remember that the verb, assess, relates to making a ‘judgment on the value or quality’ of your choices, and whether you achieved your chosen outcome. This is not to say that they want you to talk about what you didn't do, or what you planned on doing. Remember from the HSC marker feedback. Focus on what you have done and the effect of these choices. Be confident and use high modal language so you show authority over your own writing. The word how is asking you to identify what you did and explain how it created a particular effect. As we've said previously, you are analysing your own writing from part A, showing how you created meaning.

If you are a little stuck with how to structure this section, here are a few tips. Begin by making a clear opening statement to introduce the purpose of your piece of writing. Avoid a long introduction paragraph as you do not have time. Use a strong personal voice to explain clearly what you wanted to evoke within the piece. Identify your purpose, and what you have captured about the character's response. Connect specifically to language devices, the stylistic features and give evidence. Then move on to either another example, or another device, or on to a stylistic feature. Make sure you use quotations from your piece of writing to support your explanation. For example, you might have captured the character's awe, wonder or excitement at entering this setting for the first time. You might have used tricolon and asyndeton to open the piece with a particular pace. Or maybe you opened the piece using particular vernacular to capture how foreign and strange this place was to the character. Their vernacular could be contemporary Australian teenage language. And this would then be juxtaposed with a very European formal setting. We've given you these short examples to highlight the importance of being specific rather than general when you explain how your writing has evoked your character's response to the experience. There are many ways to structure this response. And this outline is not the only one right way. Here, we are just trying to show you how important it is to meet all of the requirements of the task.

Now it's time to write. Pause the presentation, and set yourself 40 minutes to write a response to example C, parts A and B. Utilise the planning support provided within activity 14. Notice that we have made some specific connections to the requirements of this question to help this planning. After you have written your responses, take a brain break and then swap with a peer and provide each other feedback. You may wish to utilise the marking criteria provided at the end of the sample questions paper. The link to this NESA document is provided within activity 14. If you have written a response to this sample question already, you might like to find your own stimulus and create your own question. Don't forget to pause the presentation, and good luck with your next writing activity.

We hope you have taken a break and given yourself at least a few hours before you revisit activity three. This activity can be applied to any task you are writing and wanting to reflect upon. Pause the presentation and spend some time revisiting activity three for the piece that you have just composed.

[Slide reads:
a) Use the image (sepia image of the hallway of a run down house) to write creatively about a character’s response to entering this familiar setting for the last time. 10 marks
b) Assess how effectively you evoked your character’s response to this experience, making detailed reference to your use of a range of language devices and stylistic features. 10 marks]

Now for your next practice task. Pause the presentation and time yourself. Give yourself a couple of minutes to read the stimulus and plan a response, then write your response for A, in 20 minutes and B, in 20 minutes. This is also in your resource booklet as activity 15. After this, you could discuss the stimulus and the questions with a peer, and share your ideas and observations. Don't forget to pause the presentation, and complete activity 15.

Before we finish this session, we would like to make a few connections to the sample marking criteria. As one of the final components of this session, let's take a moment to review the marking criteria provided within the specimen paper. While you will not see the marking criteria for your own HSC examination, the dot points at the top of each section of the paper indicate what the criteria will be built around. This tells you exactly what you were going to be marked upon. And it is a handy reference tool. Take example C that we've just covered for instance. This is the sample that shows that you may not be required to reflect on texts you have studied in Module C, but reflect on the effectiveness of your own writing.

On the screen now, you can see the marking criteria for example C, part A. The marking criteria for this part highlights that you need to compose an engaging piece of writing that effectively responds to the question. You need to use a range of language devices or stylistic features effectively, to show the characters experience, and to do both of these things, you need to use language effectively and with control. You need to use language appropriate to audience, purpose, context and your selected form. It's easy to see here that having a clear plan, and practicing being nimble with the characters you create will stand you in good stead to respond to a stimulus effectively.

The same can be seen with the marking criteria for part B, and we're going to go to that now. Here, you need to give a detailed appraisal. And remember from the HSC marker feedback section, this means you need to be self-referential. Be confident and explain how you have addressed the requirements of the question in your writing. Give evidence to support your claims. And this evidence should show how and why. Remember, this is your purpose and the effect of your purposeful choice and use of language devices or stylistic features. And you need to do this in a well-structured manner, effectively controlling your language. Once again, we're coming full circle, and we are throwing back to our exploration of the marker feedback. They said that students needed to use a clear structure. Get to the point quickly. Don't talk about what you wanted to do or didn't do. Just talk about what you did, and why. What was that desired or intended effect?

So what have you learned from the four videos within part three of the session, Staying focused on the module? We hope you have taken away a few of the following: you may not be expected to write a full text. The samples indicate that you may be asked to compose a section. The opening, the ending or a section of a larger piece. This allows you time to plan and really develop a quality response that meets the demands of the question. You will need to be clear on your purpose and introduce that in the opening statement of your reflection.

You will need to be deliberate with the purpose of your piece. Decide carefully the type of text, the form, the features and devices you wish to use. You may need to reference the figurative language or stylistic devices or features you used and were inspired to use because of your prescribed texts. What ones are you most confident in using? Where do you need to revise?

You will need to explain your own writing choices in your reflection. You will need to identify different features and devices and use self-referential examples as evidence. You may need to link your choices to one or more of the prescribed texts studied, but it must not become an analysis of those texts. The examples should come from your own text in most instances.

Thank you for engaging with component four of part three. This is the final component of this session. We would like to take this opportunity to wish you well and good luck with the remainder of your examinations.

(soft music)

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