English Standard – Module C

HSC hub student support session – resource 3

**Exploring sample answers and sample questions**

## Resource booklet

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## 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, texts pairing and assessments to do the activities.

## Advice to the independent student

If using this resource at home independently you will need:

* access to all your school-based coursework, assessment and or examination response for Module C and access to your prescribed texts
* a copy of the student booklet either hard copy or digital
* access to the 2019 HSC marker feedback, the 2019 HSC examination Paper 2 and the sample examination materials for Paper 2, all available within the NESA [English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) webpage.

You can use this resource to refine your understanding of discursive writing and expand your repertoire of writing skills. This will help you in your preparation for Module C.

## Resource 1 – module statement – The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past, as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

**Note***:* Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

[English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Resource 2 – The 2019 HSC question

Question 8 (20 marks)

a. Create a piece of imaginative, discursive or persuasive writing that **ends** with the provided image. (12 marks)

b. Explain how your study of the craft of writing has enabled you to create an engaging piece of writing. In your response, make detailed reference to your use of language in part (a). (8 marks)

 

[HSC Examination English Standard Paper 2 – Modules](https://schoolsnsw.sharepoint.com/sites/SecondaryEducation/Shared%20Documents/HSC%20On%20Demand/3.%20Review/English/HSC%20Examination%20English%20Standard%20Paper%202%20%E2%80%93%20Modules%20%C2%A9%20NSW%20Education%20Standards%20Authority%20%28NESA%29%20for%20and%20on%20behalf%20of%20the%20Crown%20in%20right%20of%20the%20State%20of%20New%20South%20Wales%202019.) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

### Discursive writing ideas

* A reflection about the unexpected role of place in shaping and reshaping identity, values or desires during a time of limited freedom, the piece ends with the valuing of the spaces that initially seemed insignificant and potentially avoided because of how they are perceived or portrayed …
* The avoided back alley as the metaphor for the undervalued …
* A character reflecting on a parent’s story of childhood open spaces and freedom from the dangers of the unknown …

## Resource 3 – Sample 1 discursive response

This is an extract from a student's response to the 2019 question and stimulus.

Do I pick up a pen? Do I use it to write a song to pour my heart out? Do I write a poem, full of powerful symbols like the yew tree "manipulating its dark shades, the voices in the churchyard, the clouds, the birds, the tender melancholy" that Sylvia Plath's explores in 'A Comparison'? Shall I put pen to paper to express my inner most fears?

Or do I pick up a paint brush? Do I let my paintbrush express my happiness on a large canvas painting bold slashes of colour like the painting I did for my mum's birthday when I was five. That beautifully abstract version of a sunflower lit up her face every time she passed it, hanging proudly on the fridge.

Or, do I pick up a can of spray paint? Do I shake out my emotions as I shake the can in preparation for my next masterpiece on a brick wall in an inner-city alleyway? I could sneak through the streets, a hoodie protecting my identity, with my artist tools clinking in my backpack and find an empty space on a wall full of colourful art for me to express my own frustration with the world.

English Standard Modules (Paper 2) 2019 Higher School Certificate Exam workbook © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

### Activity 1 – Identifying key features of the discursive

Resource 3 is an extract from a student's response to the 2019 question and stimulus.

1. Use different colour highlighters and identify the discursive features you can find in the student extract.
2. Use your knowledge of the discursive style developed in Resource 1 to identify key features the student has used in this extract of their response. Record your answers within Table 1 – analysing discursive writing. In this table you should also try to identify the purpose of the text, its context, audience and register.

Table 1 – analysing discursive writing

|  |  |  |
| --- | --- | --- |
| Discursive writing  | Evident (Y or N) and evidence  | Explanation of effect or impact |
| Composer’s purpose | (Identify this based on your initial interpretation) |  |
| Context | (Identify this based on your initial interpretation) |  |
| Audience  | (Identify this based on your initial interpretation) |  |
| Register |  |  |
| Explores an issue or an idea and may suggest a position or perspective |  |  |
| Approaches a topic from different angles (tangents) and explores themes and issues in a style that balances personal observations with different perspectives |  |  |
| Uses personal anecdotes and may have a conversational tone |  |  |
| Primarily uses first person although third person can also be used |  |  |
| Uses figurative language or may be more factual |  |  |
| Draws upon real life experiences and or draws from wide reading |  |  |
| Uses engaging imagery and language features |  |  |
| Begins with an event, an anecdote or relevant quote that is then used to explore an idea |  |  |
| Uses low modality language to avoid persuasive punch |  |  |
| Resolution may be reflective or open-ended |  |  |

## Resource 4 – Sample 2 discursive extract

This is an extract from a sample of a discursive response written in response to the 2019 HSC examination question.

I have always found that the arts, drawing and creating visuals are one of the creative ways, for me, of exploring the true emotion and feelings that run around your mind, constantly. But what if words could also help me express the message that I want to convey at times, what if my skill with words could be combined with my artistic skills and I could transfer the world of my mind to more than just the canvas? What kind of stories could I tell? What kind of worlds could I create? Could I bring memories from the vault floating to the surface?

Don't get me wrong, words for so many people, really allow them to dig deep and describe some of the most intimate and personal parts of their souls. Allowing them to take their readers into places in the mind I never thought possible. Winton makes you feel as if you're in the wave with him, while Garner makes you reflect on childhood memories you thought were no longer there, buried so deep in the memory vault they'd been so covered in dust you didn't know what they were anymore.

But then I stand in front of the waves of colour, patterns that flicker over a canvas, a wall, even an alleyway these days. Moments in time captured and crafted by the artist, a face frozen in time that leaves you wondering, who were they, why were they important, what did they do? Why was their story told? And I want to know that, I want to read their story.

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### Activity 2 – Sample extract 2

Resource 4 is an extract from a response to the 2019 question and stimulus.

1. Use different colour highlighters and annotate the extract identifying the discursive features you can find in the sample.
2. Use your knowledge of the discursive style developed in the earlier sessions, particularly Resource 1, and to identify key features the student has used in this extract of their response. Record your answers within Table 2 – analysing the effect of discursive writing. In this table you should also try to identify the purpose of the text, its context, audience and register.

Table 2 – analysing the effect of discursive writing

|  |  |
| --- | --- |
| Discursive writing  | Explanation of effect or impact |
| Composer’s purpose |  |
| Context |  |
| Audience  |  |
| Register |  |
| Explores an issue or an idea and may suggest a position or perspective |  |
| Approaches a topic from different angles (tangents) and explores themes and issues in a style that balances personal observations with different perspectives |  |
| Uses personal anecdotes and may have a conversational tone |  |
| Primarily uses first person although third person can also be used |  |
| Uses figurative language or may be more factual |  |
| Draws upon real life experiences and or draws from wide reading |  |
| Uses engaging imagery and language features |  |
| Begins with an event, an anecdote or relevant quote that is then used to explore an idea |  |
| Uses low modality language to avoid persuasive punch |  |
| Resolution may be reflective or open-ended |  |

### Activity 3 – adding ideas to your annotation

1. Add to your annotation from activity 2, identify examples of the language features and stylistic devices mentioned below:
	* first person
	* clear purpose
	* alliteration
	* plosive sounds
	* personal voice
	* shifts in focus
	* repetition
	* anaphora
	* rhetorical questions
	* intertextuality
	* simile
	* metaphor.

## Resource 5 – NESA sample question Example B

**Stimulus 1** – I must go down to the seas again, to the lonely sea and the sky. ... John Masefield, Sea Fever

Or

**Stimulus 2** – A lie gets halfway around the world before the truth has a chance to get its pants on. Sir Winston Churchill

a. Use **one** of the lines above as a stimulus for the opening of an imaginative, discursive or persuasive piece of writing. In your piece of writing incorporate at least **one** example of figurative language that you have learned about through your study of the prescribed texts for Module C.

b. Explain how your writing in part (a) was influenced by what you have learned about figurative language through the study of your prescribed texts for Module C.

[Sample questions HSC Examination English Standard Paper 2 – Modules](https://educationstandards.nsw.edu.au/wps/wcm/connect/5cd502d8-2cb5-40ed-bf7f-f36b824a957d/english-standard-stage-6-sample-hsc-questions-paper-2-2019.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2018.

**Stimulus 1 – potential ideas**

* Key times the persona has visited the sea and its impact on them – the sea could become a metaphor for their changing lives and relationships
* The role the sea and nature play in our lives – social, economic, artistic …

**Stimulus 2 – potential ideas**

* The art of lying
* Do we really want to hear the truth?
* An exploration of gossip
* Fake news and the media.

### Activity 4 – developing ideas for writing discursively

* In response to NESA example B brainstorm ideas and potential forms you would like to write in before you start writing. You may find that some questions will have greater potential for discursive texts or a hybrid text using discursive elements. Taking the time to let your creative inspiration fire up is time well spent as you will have a clearer purpose and direction, and can make choices that will highlight your strengths as a writer.

#### Brainstorm

|  |
| --- |

(**Note**: within all of the answer boxes be sure to give yourself more space if you are printing this resource)

## Resource 6 – sample question 2

“There is a crack in everything. That’s how the light gets in.” Leonard Cohen, 'Anthem'

Or

“You can’t say it, but you know it’s true.” Barack Obama

a. Use **one** of the lines above as a stimulus for the opening of an imaginative, discursive or persuasive piece of writing. In your piece of writing incorporate at least **one** example of figurative language that you have learnt about through your study of the prescribed texts for Module C. (12 marks)

b. Explain how your writing in part (a) was influenced by what you have learnt about figurative language through the study of your prescribed texts for Module C. (8 marks)

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### Activity 5 – plan and write a discursive response

1. For this activity we want you to plan your response using ‘Table 3 – planning and writing a discursive response’ and then write a discursive response.

a. Use one of the lines above as a stimulus for the opening of an imaginative, discursive or persuasive piece of writing. In your piece of writing incorporate at least one example of figurative language that you have learnt about through your study of the prescribed texts for Module C. (12 marks)

Table 3 – planning and writing a discursive response

|  |  |
| --- | --- |
| Discursive writing  | Plan and ideas  |
| Purpose |  |
| Context |  |
| Audience  |  |
| Register |  |
| Explores an issue or an idea and may suggest a position or perspective |  |
| Approaches a topic from different angles (tangents) and explores themes and issues in a style that balances personal observations with different perspectives |  |
| Uses personal anecdotes and may have a conversational tone |  |
| Primarily uses first person although third person can also be used |  |
| Uses figurative language or may be more factual |  |
| Draws upon real life experiences and or draws from wide reading |  |
| Uses engaging imagery and language features |  |
| Begins with an event, an anecdote or relevant quote that is then used to explore an idea |  |
| Uses low modality language to avoid persuasive punch |  |
| Resolution may be reflective or open-ended |  |

#### Write your response

1. Make sure you hand write your response with a black pen. Try to use the type of pen you will in your examinations. In the HSC you are required to write with a black pen so it’s best to practice in this way and find a black pen you like.

## Resource 7 – NESA sample question Example C

 

**a. Use the image above to write creatively about a character’s response to entering this unfamiliar setting for the first 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)**

[Sample questions HSC Examination English Standard Paper 2 – Modules](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

### Activity 6 – composing a hybrid text

1. Compose the opening of a piece of writing in response to Example C part (a). Make sure you hand write in black pen. Experiment with at least two of the following:
	* start with an anecdote
	* start from some point in the future – looking back at that moment
	* move between description of the setting and its impact and other places you (the character) has visited
	* reflect on positive elements and reactions to the space and then shift to other reactions
	* explore the space through the different senses – and connect those with another place, time, experience.

#### Write your response

1. Make sure you hand write your response with a black pen. Try to use the type of pen you will in your examinations. In the HSC you are required to write with a black pen so it’s best to practice in this way and find a black pen you like.

## Resource 8 – Sample question 2

 

Figure 1 [House, floor, room](https://pixabay.com/photos/house-floor-room-gang-gloomy-2662965/) by [Peter H](https://pixabay.com/users/tama66-1032521/?tab=about) is licensed under [CC0](https://creativecommons.org/share-your-work/public-domain/cc0/). The original version can be found on Pixabay

a. Use the image 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)

### Activity 7 – write a hybrid response

In part (a) you are told to 'Use the image to write creatively about a character’s response to entering this familiar setting for the last time.' But what does this actually mean? What does the phrase 'write creatively' require of you?

Well, you actually have the opportunity to be flexible in your approach, you do not need to stick to the imaginative response, you can in fact write a hybrid or write a persuasive or discursive response. You just need to make sure you capture your character's response to entering this familiar setting for the last time.

A few ideas:

* A hybrid response – utilises features of the imaginative and the discursive
* The purpose the piece – showcases the young woman's internal conflict about leaving this place.
* Opening of the piece – personal anecdotes about the space
* Personal reflection – utilise an allegory to show the characters inner turmoil
* Narrative point of view – first person
* Narrative feature – use flashbacks to shift the focus and connect to memories of childhood
* Influential texts – it isn't required in part (b) in the planning the texts that might inspire the response 'The Pedestrian' - the dark, dystopian and melancholic mood
* Influential texts – it isn't required in part (b) in the planning the texts that might inspire the response 'Dear Mrs Dunkley' – influenced the protagonist's focus on reflecting on childhood

1. Use Table 4 to plan your response to part (a) of sample question 2.

a) Use the image to write creatively about a character’s response to entering this familiar setting for the last time. (10 marks)

Table 4 – planning and writing a discursive response

|  |  |
| --- | --- |
| Discursive writing  | Plan and ideas  |
| Purpose |  |
| Context |  |
| Audience  |  |
| Register |  |
| Explores an issue or an idea and may suggest a position or perspective |  |
| Approaches a topic from different angles (tangents) and explores themes and issues in a style that balances personal observations with different perspectives |  |
| Uses personal anecdotes and may have a conversational tone |  |
| Primarily uses first person although third person can also be used |  |
| Uses figurative language or may be more factual |  |
| Draws upon real life experiences and or draws from wide reading |  |
| Uses engaging imagery and language features |  |
| Begins with an event, an anecdote or relevant quote that is then used to explore an idea |  |
| Uses low modality language to avoid persuasive punch |  |
| Resolution may be reflective or open-ended |  |

#### Write your response

2. Make sure you hand write your response with a black pen. Try to use the type of pen you will in your examinations. In the HSC you are required to write with a black pen so it’s best to practice in this way and find a black pen you like.

### Activity 8 – let’s reflect

**Thinking routine**

Complete this table to reflect on your learning from this section of the resource.

Table 5 – I used to think … Now, I think …

|  |  |
| --- | --- |
| I used to think …  | Now, I think …  |
| I used to think  | Now, I think  |