English Studies – Texts and Human Experiences

**Year 12 English Studies – Developing your extended response**

Resource booklet

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## Required materials

Please ensure that you have:

* + A copy of your previous assessment for this module, and the feedback you were provided.
  + This resource in a soft or hard copy
  + If using a printed copy of this resource please add writing paper to answer the questions.
  + If using this resource online please add space to answer each of the questions individually.
  + Access to the 2019 HSC marker feedback, the 2019 examination paper and the NESA [specimen paper](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017)

## 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 Texts and Human Experiences and access to your prescribed text
* a copy of the student booklet either hard copy or digital
* access to the 2019 HSC marker feedback, the 2019 HSC examination Paper and the sample examination materials, all available within the [NESA English Studies webpage.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017)

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

## Part 1 – understanding the Texts and Human Experiences extended response

### Resource 1 – Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

[English Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) (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 – Glossary of Key Terms

This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

**Account**  
Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**  
Identify components and the relationship between them; draw out and relate implications

**Apply**  
Use, utilise, employ in a particular situation

**Appreciate**  
Make a judgement about the value of

**Assess**  
Make a judgement of value, quality, outcomes, results or size

**Calculate**  
Ascertain/determine from given facts, figures or information

**Clarify**  
Make clear or plain

**Classify**  
Arrange or include in classes/categories

**Compare**  
Show how things are similar or different

**Construct**  
Make; build; put together items or arguments

**Contrast**  
Show how things are different or opposite

**Critically (analyse/evaluate)**  
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**  
Draw conclusions

**Define**  
State meaning and identify essential qualities

**Demonstrate**  
Show by example

**Describe**  
Provide characteristics and features

**Discuss**  
Identify issues and provide points for and/or against

**Distinguish**  
Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**  
Make a judgement based on criteria; determine the value of

**Examine**  
Inquire into

**Explain**  
Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**  
Choose relevant and/or appropriate details

**Extrapolate**  
Infer from what is known

**Identify**  
Recognise and name

**Interpret**  
Draw meaning from

**Investigate**  
Plan, inquire into and draw conclusions about

**Justify**  
Support an argument or conclusion

**Outline**  
Sketch in general terms; indicate the main features of

**Predict**  
Suggest what may happen based on available information

**Propose**  
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**  
Present remembered ideas, facts or experiences

**Recommend**  
Provide reasons in favour

**Recount**  
Retell a series of events

**Summarise**  
Express, concisely, the relevant details

**Synthesise**  
Putting together various elements to make a whole

[Glossary of Key Words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2020.

#### Activity 1 – apply knowledge of the glossary of key terms

* If using a printed copy please add writing paper to answer the questions.
* If using an online copy please add spaces to answer each of the questions individually.

Complete the following activities to apply your knowledge of the glossary of key terms.

* Put the instructional verbs in order of least complex to most complex and discuss your choice of order.
* Think/pair/share about which term is deserving of more marks and why.
* Identify the most common instructional verbs that you see cross KLA.
* Identify the terms you are most comfortable with and explain why.
* Attempt to write a response using a term you are not as comfortable with.

### Resource 3 – structuring your response

The following resources are from the [English Standard stage 6 HSC standards materials](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019) on the NESA website. Although this is a English Studies resource, Paper 1 is a common module paper. The Standard responses available in the Standards package, are used to showcase the quality of the response needed to lift into higher bands. For English Studies students this section of the examination is not separated by your course but rather by the quality of your response.

The complete Band 4/5 2019 student samples are available in the link in question 1. You can access the complete sample at [sample 2 Q6(h) – drama (Arthur Miller, The Crucible), 1.70MB, 5 page(s)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019).

1. We would like you to read a Band 4/5 sample. You can find the complete response [2019 HSC – English Standard Paper 1 Section II Samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019)

You can find the complete response [2019 HSC – English Standard Paper 1 Section II Samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2020.

#### Activity 2a – examining the opening of a Band 4/5 sample response

* If using a printed copy please add writing paper to answer the questions.
* If using an online copy please add spaces to answer each of the questions individually.

Remember, this is only one style of response. This structure is a sample from the 2019 HSC English Standards package and was the Band 4/5 cut off. Included here are only the introduction and the first body paragraph, it is not the entire response.

To complete each question you need paper or space after each question.

1. Read the introduction and then highlight the connections to human experience and explain what you think this response is going to explore. What ideas are they going to discuss?
2. Read the body paragraph and highlight the connections to human experience, the language features or devices they identify and explain what point they are making about human experience.

Table 1 – introduction and body paragraph from Band 4 – 5 response (sample 2 online)

|  |  |
| --- | --- |
| 2019 sample – Question 6 | To what extent does the exploration of human experience in The Crucible invite you to reconsider your understanding of love? |
| Introduction | Human behaviour is exceedingly complex and it is through the understanding of these behaviours that we can recognise that inconsistencies of individual actions are instigated by the human experience. This is manifested within Arthur Miller’s allegorical work ‘The Crucible’, a parable to the McCarthy era. Miller employs a range of characters that act with a level of irony without a plausible explanation. Additionally, due to hysteria, power and conflicting notions of the truth within Salmen, the audience questions their perception and understanding love as the paradoxes and inconsistent behaviours of characters challenge societal assumptions of love to a great extent. |
| Body Paragraph one | Composer’s explore inconsistencies within human behaviour and how the representation of paradoxes and irony allow the audience to reconsider their perception of love. Arthur Miller successfully challenges these ideas. By the use of rhetorical questioning within Abigail’s dialogues “How do you call me a child?” reveal her fractured perception of love, that is otherwise refereed to a ‘lust’ by John Proctor. Therefore further showcasing a juxtaposition of Proctor’s character of him being confliction by desire and morality. Additionally this invites the audience to question if Abigail’s love has motivations to gain power within Salem. Moreover, to convey the desire for Proctor to maintain his moral image, Miller employs a hyperbole “I’ll cut off my hand before I'll ever react for you again.” to illustrate the dramatic irony of Proctor’s behaviour and how this reveals to the audience that he has never loved Abigail and resultantly causing a paradoxical absence of an Chirstian values due to his adultery. However, Elizabeth Proctor cares for her husband despite his lechery; “he has goodness now. God forbid I take it from him.” Miller’s use of exclamatory language reveals that although ‘He’ (Proctor) is one of the only morally right character’s within ‘The Crucible’, he is still (ironically not entirely right due to the absence of Puritan values. This dialogue also further demonstrates to the audience Elzabeth’s love for Proctor is unconditional, allowing the audience to empathise with her. It is through the exploration of inconsistent behaviours within texts, that the audience is able to question their understanding of love. |

[2019 HSC – English Standard Paper 1 Section II Samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2020.

#### Activity 2b – structuring your response

Please complete each of the following activities based on your refined learning.

1. Outline the information you expect to find in an introduction.
2. Describe what information would be in the body paragraphs.
3. Describe the information you expect to find in a conclusion.

Be specific about what goes into each element of the extended response.

Table 2 – structuring your response description

|  |  |
| --- | --- |
| Element of the extended response | What information goes into each element? |
| introduction |  |
| body paragraphs |  |
| conclusion |  |

#### Activity 3 – annotating the extract from a Band 5/6 response

##### Introduction to the activities

In this activity you will be looking for the types of things the student has included in their piece, such as the language features and devices, connections to the question and or module statement as well as the ideas they are exploring. This student received an outstanding result for this extended response, let's figure out why so that you can use this learning to help structure your own responses. If you think something is effective in this response make note of it and try to experiment with that in your own writing. We are not saying copy and repeat, we are saying use it as a model and inspiration. For example, if you think that referring to terms from the Module Statement as part of a thesis statement or a topic sentence is effective in demonstrating the students understanding of Texts and Human Experiences, ensure that you do that too.

##### Annotations – strength of the response

Make comments in the annotations column, identify the strengths in each paragraph. Identify at least two key features that you can see in each paragraph. For example, in this introduction the student has addressed the question from the first sentence (to a larger extent). Their use of ‘larger extent’ is telling the marker how much the human experience is reconsidering commitment for the prescribed text. The student has stated a ‘larger extent’, which means the marker will be expecting many examples that will showcase the commitment.

They have also addressed the connection between the module statement and the question and outlined the ideas they will focus on in their response. There are three examples of key features they plan to explore. As you read ask yourself, do they thread these through the rest of the response? Are there areas they could have explored in more depth? Remember, this is a first draft and it is marked accordingly. These responses are not expected to be flawless.

Included here are only the introduction and the first body paragraph, it is not the entire response. You can find the complete response [2019 HSC – English Standard Paper 1 Section II Samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/hsc-standards-materials-questions/!ut/p/z1/1VPJcuIwEP2VueSoUkvIljm6PNgsARcQJqCLS14Ap_CCrQmTvx-ZSVFZ7VA5jU5a3utuvX6NBV5jkcvHdCdVWuTyoM8bYQZ9ezgizhJm_tDlYM8WDiV8ZBqM4_szgBHqEWLRqT8YagB3qeuwnxQ8gsVLvjefuTD3YORY4xEFgGc-tYlJhoxMgFsE7DvGJoYLxOPsSr7vnfk-MemYU39lfI0PnywbvsZvAYh2_X5hgUWUq1Lt8aY8BUX4kEQqqJKyqFNVVE9BreIgkyqpUnmob-AfAFVJXfyuokTfJPnukNb7ywbVSuaxrOIbqOXlUKO3z6iUZVIhguomIEVH8wcF0tesKyiooTR_KKM0xps-iVkcRgliYWgg1rc4siSNkYzMHrOi7TYC661m70UR7S0ZdzVFu5ZWU2e602VJtUdpvi3w-t1n9nX0Qp6Lxro-cc7A4ZZRB-itD_3G1UtnNZ-Mqe_AM6DN9mdAm69fAz4wbpcMGy0j_1TGiYHvH9PkhFd5UWV6lJdXdmnYmcH8ZoaO8Pyb4cdds6dtkj4cj8LWE1jkKvmj8Pq_HcEyWzUrs3pPSITmYrCwTnfb_S4LpoOecdj9BQCdae8!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?page=hsc-standards-materials-questions&urile=wcm%3Apath%3A%2Fpw_object_repository_std_materials%2Fobject-resources%2Fenglish%2Fenglish-standard%2Fsa-standards-english-standard-paper-1-sect-2-q6%2B2019%2Fstandards-english-standard-paper-1-sect-2-q6-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2020.

Based on the advice above complete the following questions –

1. Read the introduction and then annotate it with at least two observations.
2. Read the extract body paragraph and then annotate it with at least two observations.
3. Read the conclusion and then annotate it with at least two observations.

Table 3 – strengths of the band 5/6 sample response activity (sample 2 online)

|  |  |
| --- | --- |
| To what extent does the exploration of human experience in Billy Elliot invite you to reconsider your understanding of commitment? | Annotations |
| Introduction  To a large extent, the exploration of the human experience in Stephen Daldry’s film Billy Elliot invites the audience to reconsider their understanding of commitment. This is because Daldry represents the protagonist, Billy, using the anomalies, paradoxes and inconsistencies in the human experience by conveying his varying levels of commitment in his reluctance to conform to social norms along with the expectations of his family, and he is faced with the barrier of social class division. |  |
| Body paragraph 1 only  Billy is an anomaly in the human experience as he does not conform to social norms which expresses his lack of commitment. When Billy is in boxing class, his coach insults him by saying, "you're a disgrace to them gloves, your father, and the traditions of this boxing bag". The rule of three utilised to emphasise the impact of Billy's reluctance to box. It reveals the extent of his failure to fit into society as he struggles to participate in a sport in which most male adolescent in are able to. The coach's use of high modality highlights his certainty in that Billy brings shame upon his three elements of boxing. This is then exemplified through the use of negative diction of the word 'disgrace', which conveys the extent of Billy's inexperience and disinterest in the sport. Consequently, this explores the anomalies in the human experiences by demonstrating Billy’s lack of commitment in conforming to society. Additionally, a high angle shot is used on Billy while he is on the floor to demonstrate his vulnerability to societal pressures as well as his misplacement in society. This is evidence as everyone surrounding Billy is standing up, implying they are confident and self-assured. This is juxtaposed to Billy who is an anomaly in the human experience as he struggles immensely to find his identity due to his lack of commitment to social norms and is partly frowned upon by society as a result. Therefore, as a result of Billy’s limited commitment to social norms, he is expressed as an anomaly in the human experience. |  |
| Conclusion  To conclude, Stephen Daldry’s film Billy Elliot, explores the anomalies, inconsistencies and paradoxes in the human experience, to a great extent to allow the audience to reconsider their understanding of commitment. The film demonstrated that we have varying levels of commitment depending on our circumstances. This is demonstrated through Billy’s lack of commitment in conforming to social norms and familial expectations along with his high degree of commitment in challenging society, his family and social class division in order to be his authentic self. |  |

#### Activity 4 – unpacking the question

Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text.

1. In the table below explain what this question means for you. Try to explain how you would explore this question within an extended personal response.

Table 4 – question interpretation activity

|  |  |
| --- | --- |
| Question | Explain what you think this question means? |
| **Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text.** |  |

##### A few suggestions –

* Invite audience – I, as the responder, am asked to think about how texts, or specifically my text engages the audience of the text. This is asking me to understand and demonstrate how my text is drawing in the audience. For example, it could be the way the composer has developed the character. It is the characterisation that creates a setting or established an imagined world with language forms and features.
* Differently - This tells me that my texts helps me see the world differently and how I can see my own life. It is through the images, motifs or the symbols in the text that show me how it is different.
* Challenges assumptions – This tells me that this text is challenging my thinking and what I assume to be right or wrong or true or false in the world.

Resource 4 – student sample 1

Read the introduction and complete activity 5.

Table 5 – introduction

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| The composers' ability to draw connections between themselves and the world of the text enables the audience to challenge assumptions and perceive the world differently. Stephen Daldry explores the societal assumptions of a boy who is viewed as stereotypically 'feminine' in the movie, ‘Billy Elliot’ as he enjoys performing ballet*.* Feminism and masculinity are used in Billy Elliot to create connections between themselves and the world of the text. |

#### Activity 5 – student sample 1 – introduction

To complete each question you need paper or space after each question.

Using the introduction in resource 4 complete the following instructions.

1. Underline the student's engagement with the question
2. Highlight where the student has introduced their text.
3. In the table below explain in your own words if the student has introduced their text effectively. How can you improve this?

Table 6 – space provided to answer question 3

|  |
| --- |
| Explain in your own words if the student has introduced their text effectively. How can you improve this? |
|  |

1. Circle the ideas the student intends on exploring throughout their extended response.
2. In the table below explain how they outline their ideas.

Table 7 – space provided to answer question 5

|  |
| --- |
| 1. Explain how they outline their ideas. |
|  |

1. Re-write this introduction so that it is clear what ideas the extended response will explore.

#### Activity 6 – student sample – body paragraph

##### Student sample 1 – body paragraph

For this activity you will be taken through the drafting process of a student sample. Not every response we write is perfect on the first go which is why we need to edit our work and reflect on ways in which we can make our responses better. This sample is the student’s first draft working towards a summative assessment task for the Common Module: Text and Human Experiences. They were required to compose an extended analytical response answering the following question:

Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text.

This student’s progress highlights the importance of engaging in the drafting process to refine your work.

Examine the ways in which this student used editing and self-reflection to create a clearer, more concise response.

1. How would you split this paragraph in two?
2. What two ideas can you see in this paragraph?

Table 8 – student sample 1 – body paragraph

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| The film 'Billy Elliot' challenges societies assumptions for males and what is seen as a norm to masculinity. Billy Elliot is an 11 year old boy who wants to pursue ballet despite the lack of support from his father and brother. Throughout the whole movie, it challenges societal assumptions of masculinity. Throughout the movie, ballet us used as symbolism to represent the upper- class and the overcoming of difference and acceptance. At one point in the movie, Billy invites his friend to the hall to teach him ballet, soon his father walks in and Billy disobediently dances in front of his father. The suspense in this moment is heightened by dim lighting encouraging the audience to focus on what Billy will do. Billy begins to dance despite of his father's presence and in his routine, jumps on the cage and shakes it before jumping off. This cage represents society making Billy feel trapped and him rattling the cage demonstrates his desire to break free. It represents how society sees ballet as a girly sport and it shows that most people would expect men who do ballet to be gay or as Billy uses the term as 'poof'. Another part in the move, Billy is dancing to express his anger after his brother and father find out he has continued to do ballet. He quotes in this scene 'I don't want a childhood, I want be a ballet dancer.' He dances and dances while being trapped within the confinement of a small surrounding of walls only to climb over and keep dancing until hitting another wall. The walls in this scene is an example of symbolism as the walls represent his feeling of being trapped and surrounded by things in life that only stopping him and confining from the one thing he wants to do, dance. It shows how all he wants to do is break free from this cage he is trapped in. The cage symbolising how he feels imprisoned by everything around him. |

##### Student sample 1a – body paragraph

The split into sample 1a and sample 1b is the refinement of the student's ideas. As part of their feedback they identified that they had included too much in the first version of this paragraph and needed to separate their ideas into two paragraphs.

1. Make note of at least two observations of things that have changed.
2. Explain why you think the author made these changes.

Table 9a– student sample 1a – body paragraph

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| The film 'Billy Elliot' challenges societies assumptions for males and what is seen as a norm to masculinity. Billy Elliot is an 11 year old boy who wants to pursue ballet despite the lack of support from his father and brother. Throughout the movie, Daldry challenges societal assumptions of masculinity through how he characterises Billy in contrast to his father and brother. At one point in the movie, Billy invites his friend to the hall to teach him ballet, soon his father walks in and Billy disobediently dances in front of his father. During his routine, Billy jumps on the cage and shakes it before jumping off. This cage represents society making Billy feel trapped and him rattling the cage demonstrates his urge to break free from the societal expectations placed on him. Especially, with a strong family history connected to the expectations of masculinity associated with mining. The father’s anger in this scene contrasted Billy’s joy when dancing represents how his father’s society sees ballet as a ‘girly’ sport not to be done by people like Billy. People like Billy’s father and brother expect Billy to follow in their footsteps and mine not persue an ‘unrealistic’ dream like being a dancer. Billy is fighting against these offensive stereotypes, trying to change his family’s assumptions, through his decision to continue dancing and going after his dreams. |

##### Student sample 1a – body paragraph activity

Using the body paragraph in student sample 1a and 1b to complete the following instructions.

1. Underline parts of the paragraph that demonstrates this student has engaged directly with the question.
2. Highlight and then comment on the student’s use of textual evidence in the box below.
3. Highlight and then comment on the student's identification and explanation of language, visual or film techniques in table 7b – student sample 1a – body paragraph activity.
4. Circle parts of the paragraph that demonstrates this student has engaged with key ideas from the module statement.

Table 9b– student sample 1a – body paragraph activity

|  |  |
| --- | --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. | Annotations |
| The film 'Billy Elliot' challenges societies assumptions for males and what is seen as a norm to masculinity. Billy Elliot is an 11 year old boy who wants to pursue ballet despite the lack of support from his father and brother. Throughout the movie, Daldry challenges societal assumptions of masculinity through how he characterises Billy in contrast to his father and brother. At one point in the movie, Billy invites his friend to the hall to teach him ballet, soon his father walks in and Billy disobediently dances in front of his father. During his routine, Billy jumps on the cage and shakes it before jumping off. This cage represents society making Billy feel trapped and him rattling the cage demonstrates his urge to break free from the societal expectations placed on him. Especially, with a strong family history connected to the expectations of masculinity associated with mining. The father’s anger in this scene contrasted Billy’s joy when dancing represents how his father’s society sees ballet as a ‘girly’ sport not to be done by people like Billy. People like Billy’s father and brother expect Billy to follow in their footsteps and mine not persue an ‘unrealistic’ dream like being a dancer. Billy is fighting against these offensive stereotypes, trying to change his family’s assumptions, through his decision to continue dancing and going after his dreams. | [put your comments here for question 5 – 8] |

##### Student sample 1b – body paragraph

1. Make note of at least two observations of things that have changed.
2. Explain why you think the author made these changes.

Table 10a – student sample 1b – body paragraph

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| Throughout the movie, ballet is us used as symbolism to represent the upper-class and the overcoming of difference and gaining acceptance. Another part in the move that shows this struggle for Billy is when he is dancing to express his anger after his brother and father find out he has continued to do ballet. He states in this scene 'I don't want a childhood, I want to be a ballet dancer.' He dances and dances while being trapped within the confinement of a small surrounding of walls only to climb over and keep dancing until hitting another wall. The walls in this scene is an example of symbolism as the walls represent his feeling of being trapped and surrounded by expectations and rules in his working class life that stop him and try to confine him from the one thing he wants to do, dance. It shows how all he wants to do is break free from this cage of stereotypical expectations he is trapped in. The cage symbolising how he feels imprisoned by the ‘rules’ around him. |

##### Student sample 1b – body paragraph activity

1. Underline parts of the paragraph that demonstrates this student has engaged directly with the question.
2. Highlight and then comment on the student’s use of textual evidence in the box below.
3. Highlight and then comment on the student's identification and explanation of language, visual or film techniques in the box below.
4. Circle parts of the paragraph that demonstrates this student has engaged with key ideas from the Module Statement.

Table 10b – student sample 1b – body paragraph activity

|  |  |
| --- | --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |  |
| Throughout the movie, ballet is us used as symbolism to represent the upper-class and the overcoming of difference and gaining acceptance. Another part in the move that shows this struggle for Billy is when he is dancing to express his anger after his brother and father find out he has continued to do ballet. He states in this scene 'I don't want a childhood, I want to be a ballet dancer.' He dances and dances while being trapped within the confinement of a small surrounding of walls only to climb over and keep dancing until hitting another wall. The walls in this scene is an example of symbolism as the walls represent his feeling of being trapped and surrounded by expectations and rules in his working class life that stop him and try to confine him from the one thing he wants to do, dance. It shows how all he wants to do is break free from this cage of stereotypical expectations he is trapped in. The cage symbolising how he feels imprisoned by the ‘rules’ around him. | [put your comments here for questions 11 –14] |

#### Activity 7 - ‘I used to think... but now I think...’

**Thinking routine**

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

Table 11 – I used to think…Now I think…

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

An example of this could be:

Table 12 – I used to think…now I think… sample

|  |  |
| --- | --- |
| I used to think… | Now I think… |
| I used to think that I could recount my text and answer the question and that was enough for this part of the examination. | Now, I think that I would need to have an analytical extended response structure with an introduction, body and conclusion, topic sentences for each paragraph, engage with and answer the question, plus examples from my prescribed text only to improve my writing. |

## Part 2 – Extended response writing continued

How to develop your extended response for Texts and Human Experiences part two.

### Resource 5 – student sample 1 – conclusion

Table 13 – student sample 1 – conclusion

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| In conclusion, composers have the ability to connect their audiences through the world of text to challenge social assumptions. Daldry’s film ‘Billy Elliot’ challenge assumptions by targeting the assumptions made about genders. Billy Elliot has put us, the audience, to be on Billy's side, audiences have tended to the side of the underdog. He positions us as the audience in the way he has to challenge the assumptions that are given from a different perspective. |

#### Activity 8 – student sample 1 – conclusion

To complete each question you need paper or space after each question.

1. Underline a line where they have effectively summarised an idea in their response.
2. Highlight a line that demonstrates their understanding of the Module Statement by mentioning or inferring human experience ideas.
3. Explain how this student could have connected more to the Module Statement in their response in the box below.
4. This student is talking about challenging societal assumptions about gender in Billy Elliot, how do you think they could have been more effective in addressing this part of the question?

### Resource 6 – constructing thesis statements with a sentence stem

Table 14 – constructing these statements – sentence stem sample

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| A = composer's surname  B = the idea you're exploring  X = the value/belief they hold that has influenced their text  Y = the context that has influenced A's text  Z = the textual form, feature structure or device/s used by A to explore/present B  Composer A (insert name of composer) influences audiences to think about B (insert the idea you want to explore and the meaning you want to address). This is because (A) values/believes X (insert value/belief statement) because of their experience of Y (insert aspect of context here that has influenced their text). X is explored through Z (insert the textual form, feature, structure or device/s used to represent this value)… (then you would go on and explore a couple of examples of this and explain HOW they demonstrate the point you are making) |

#### Sample thesis statement 1

Lucy Walker influences audiences to think about the horrible consequences of the clear class divide in Brazilian society. This is because Walker believes that there is hope left even in some of the most difficult ways of life in the world, the catadores. Her documentary evocatively displays through direct and indirect interviews her clear commentary on the largest social and class divide. Muniz' art show demonstrates the two vastly different human experiences and perspectives of these worlds…

Note – you would go on and explore a couple of examples of this and explain HOW they demonstrate the point you are making.

#### Sample thesis statement 1 – unpacked

Lucy Walker (who is Composer A) influences audiences to think about the horrible consequences of the clear class divide in Brazilian society. This sentence stem includes both the A and B stem.(B insert the meaning you want to address). The meaning we are focusing on is the class divide.

This is because (A) Walker (again composer A) believes that there is hope left even in the some of the most difficult ways of life in the world, the catadores. Y (insert aspect of context here that has influenced their text). The difficult ways of life and the hope she showcases in her documentary is the Y stem

Her documentary evocatively displays through direct and indirect interviews her clear commentary on the largest social and class divide. Muniz' art show demonstrates the two vastly different human experiences and perspectives of these worlds.

Here we come back to the belief she has and we identify and explain through the film/documentary devices.

X is explored through Z (insert the textual form, feature, structure or device/s used to represent this value.

### Resource 7 – sample thesis statements

Within this resource there are a few sentence fragments you might like to try using. These are only fragments to get you thinking.

These are based on human experiences

* **challenges faced while overcoming (connect to your text)...**
* **inspires audiences to pursue/think about/realise/contemplate (add your own)…**
* **commitment to face/overturn/overcome/enlighten/rebuke (add your own)**
* **cultural/familial/social/gender/political (add your own).**

Here are some examples on how to use these sentence fragments to support your creation of thesis statements.

* Human experiences can inspire audiences to pursue... Walker’s Wasteland inspires audiences to reflect on their life and the experiences of those with far less.
* Human experiences can be influence by social and political contexts. Daldry’s Billy Elliot is influenced by the social and political context of 1980’s Thatcherism.

#### Activity 9 – constructing thesis statements

1. Create two sample sentences from these fragments, for your prescribed text in the table below similar to the examples in resource 7.

Table 15 – Sentence fragment samples

|  |
| --- |
| Samples |
| Human experiences sentence fragments –   * challenges faced while overcoming (connect to your text)... * inspires audiences to pursue, think about, realise, contemplate (add your own)… * commitment to face/overturn/overcome/enlighten/rebuke (add your own) * cultural/familial/social/gender/political (add your own)...   Create two samples for your prescribed text here – |

#### Activity 10 – compose a comprehensive paragraph

1. Compose a comprehensive paragraph in response to the question below. Use the sentence stem above by replacing the letters with information about your prescribed text. You can also use the sentence starters to assist you with this response.

Table 16 – composing a detailed paragraph for the Texts and Human Experiences response

|  |
| --- |
| Question – Texts invite audiences to see the world differently and challenge assumptions. Discuss with close reference to the prescribed text. |
| [write your answer here, make this section larger if printing this resource] |

### Resource 8 – sample question 2

**'Texts encourage you to reflect on how individuals change and develop as a result of their experiences' Discuss this statement with close reference to your prescribed text.**

This question starts with a short written stimulus. Already we can see that there are two parts to the question the stimulus you are using to design your discussion around.

The words – reflect – change and develop steer the response and highlight the three aspects of the human experience the student needed to engage with in this response.

The instructional verb 'discuss" shows you the style of extended response you are creating.

#### Activity 11 – approach to the question

Table 17 – student sample 2 – approach to the question

|  |
| --- |
| Question – Texts encourage you to reflect on how individuals change and develop as a result of their experiences.  Discuss this statement with close reference to your prescribed text. |
| Planning my approach to this question |

### Resource 9 – student sample 2

#### Student sample 2 – introduction

Table 18 – student sample 2 – introduction

|  |
| --- |
| Question – Texts encourage you to reflect on how individuals change and develop as a result of their experiences.  Discuss this statement with close reference to your prescribed text. |
| Stephen Daldry the director of the film Billy Elliot has strongly convinced and implemented the audience to reflect on how individuals change and develop due to their experiences. The main character Billy Elliot has faced various events that have shaped him to the way he is now. The main events that have shaped his character is through his passionate pursuit towards ballet, Billy also had to faces the death of his mother. Billy's father, Jackie, has also developed drastically in the film, for him also grieving the loss of his wife to having to go through a mining strike. Also, Jackie having to support Billy especially when Billy went behind his back. |

#### Activity 12 – re-writing the introduction

1. Re-write the introductory paragraph in the table below.

You will do this by:

* improving the opening statement
* rephrasing incorrect sentence structure
* avoid listing and set the response up for an analysis
* make it clear what the extended response will be discussing in particular
* conclude the introductory paragraph so it transitions nicely into your first body paragraph.

**Table 19 – re-writing student sample 2 – introduction**

|  |
| --- |
| Question – Texts encourage you to reflect on how individuals change and develop as a result of their experiences. Discuss this statement with close reference to your prescribed text. |
| [write your answer here, make this section larger if printing this resource] |

#### Unpacking student sample 2 – body paragraph

Table 20 – student sample 2 – body paragraph

|  |
| --- |
| Question – Texts encourage you to reflect on how individuals change and develop as a result of their experiences.  Discuss this statement with close reference to your prescribed text. |
| Billy Elliot character in the film has changed dramatically due to his experiences. The death of his mother has always been in his heart, he constantly has flashbacks of his mother and the time they have shared together. "Tony, do you ever think about death?" This quote said by Billy is to show that Billy does think about death and this could relate to the passing of his mother. |

#### Activity 13 – room for improvement

1. Student sample 2’s response has room for improvement. Outline 3 strategies that could be used to improve this response.

Table 21 – student sample 2 – room for improvement

|  |  |
| --- | --- |
| Area for improvement | Strategy outlining how this student could improve in this particular area |
|  | **[write your response here, make this section larger if printing this resource]** |
|  | **[write your response here, make this section larger if printing this resource]** |
|  | **[write your response here, make this section larger if printing this resource]** |

1. Why are the areas you outlined above important for an effective body paragraph?

To complete each question you need paper or space after each question.

### Resource 10 – textual and contextual evidence

Knowing your composers

* Who wrote your text?
* Why they wrote the text (purpose)?
* Did they have a personal connection with the text?
* What message were they trying to convey by creating this text?
* Were they trying to instigate change? How and/or why?
* What was going on in the world when they composed/directed this text?
* What was the social climate of the time?

Knowing your text

* Who are the characters?
* What role do they play in the text?
* What is the setting and what is its role in developing the ideas in the text?
* What are the main ideas of your text?
* How have these ideas been conveyed throughout the text?
* What are the major themes in your text?
* How have these themes been conveyed?

### Resource 11 – practise your extended response writing

It is important that you practise as many extended response style questions as you can prior to your HSC. This section could have many different styles of questions. They could be very specific or like last year thematically based.

#### Activity 14 – planning time

1. Spend 5 minutes planning your response
2. Spend 30 mites writing your response
3. Spend 5 minutes editing your response

Table 22 – planning time

|  |
| --- |
| Question – How does your prescribed text reflect both individual and collective human experiences? |
| Planning my approach to this question |

Table 23 – checklist for responding the Texts and Human Experiences question

|  |  |
| --- | --- |
| Checklist | Question – How does your prescribed text reflect both individual and collective human experiences? |
| Introduction   * Title and author * A (very) brief explanation of what your text is about * The ideas your essay will explore * A smooth transition into your first body paragraph |  |
| Body Paragraph 1   * A thematic statement * Explanation of an individual human experience explored in your prescribed text * Evidence from your prescribed text * Techniques used to create meaning * Connecting your example to the Module Statement * Link back to the question |  |
| Body Paragraph 2   * A thematic statement * Explanation of a collective human experience explored in your prescribed text * Evidence from your prescribed text * Techniques used to create meaning * Connecting your example to the Module Statement * Link back to the question |  |
| Conclusion   * Mention of Texts and Human Experiences ideas * Summarise main points of essay * Link to the Module Statement * Summarise answer to the question |  |

### Resource 12 – developing your extended response checklist

Here are the 6 key features we need to remember for a quality analytical extended response.

* Appropriate structure consisting of an introduction, two body paragraphs (minimum) and conclusion
* The use of quality examples (quotes, forms and features) from the prescribed texts
* Identifying and explaining language or film devices in the examples
* Connecting your examples to the module statement
* Making sure each paragraph answers and engages with the question
* A conclusion that reinforces your texts and human experiences ideas and summarises the answer to the question.

### Resource 13 – reflection

#### Activity 15 – final reflection task

This is a short reflection on what you have learnt in this session.

1. List 3 key points from your learning in this session. Think about how you will be implementing this before your HSC.

Your answer may relate to:

* structure
* what you need to include in your response
* what information goes into each element of your extended response
* how you can ensure that you are engaging with the question
* textual evidence and language/visual or film techniques.

Table 24 – final reflection – 3 key points from your learning

|  |  |
| --- | --- |
| Key Points | What I learnt about this point? |
|  |  |
|  |  |
|  |  |

Complete the following thinking routine.

* I used to think...Now I think...

**Table 25 – I used to think...Now I think....activity**

|  |  |
| --- | --- |
| I used to think ... | Now I think ... |
|  |  |