# Common Module – Paper 1, Section II

**HSC hub – English Advanced, Standard and Studies**

## Resource booklet

Common Module – Texts and Human Experiences – understanding types of questions – helping you prepare for the personal response

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# Required materials

Please ensure that you have:

**English Advanced**

* access to the 2019 [2019 HSC English Advanced Paper 1](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/english-advanced-2019-hsc-exam-pack) examination paper
* access to the 2018 [NESA English Advanced Paper 1 sample questions paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/ca688818-bb25-407b-b757-0fd9ae0aa7c1/sample-questions-new-hsc-english-adv-paper-2-exam-2019.pdf?MOD=AJPERES&CVID=)
* access to the English [Advanced Paper 1 HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/english-advanced-2019-hsc-exam-pack)

**English Standard**

* access to the [2019 English Standard Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/1262e215-0029-48d9-b749-ff65b2b8fba1/2019-hsc-english-standard-p1.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-1262e215-0029-48d9-b749-ff65b2b8fba1-n4J.0NN) examination paper
* access to the [Sample Questions New HSC English Standard Paper 1](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/0a850596-eb7b-4ece-80fb-0f9703df7098/english-standard-stage-6-sample-hsc-questions-paper-1-2019.pdf?MOD=AJPERES&CVID=) examination paper
* access to the English [Standard Paper 1 HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack)

**English Studies**

* access to the [2019 HSC English Studies examination](https://educationstandards.nsw.edu.au/wps/wcm/connect/2bf3be81-7b18-4560-92d0-3924f67ee394/2019-hsc-english-studies.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-2bf3be81-7b18-4560-92d0-3924f67ee394-mTMOioK) paper.
* Access to the [Sample Questions New HSC English Studies exam](https://educationstandards.nsw.edu.au/wps/wcm/connect/845b27d9-92de-43c1-b825-b77b0bac8eff/sample-questions-new-hsc-english-studies-exam-2019.pdf?MOD=AJPERES&CVID=) paper.
* access to the English [Studies HSC marker feedback](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack)

**All courses**

* added extra spaces to the answer spaces within the booklet if this is to be printed
* a copy of your school-based coursework, assessments and access to your prescribed text
* pens and different coloured highlighters.

## 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, with the whole class or provide individual students set tasks to work through on their own ​
* pause the recording and ask students to read, reflect and write
* refer to school-based course work, the text and assessments to support completion of the activities.

## Advice to the independent student

If using this resource at home independently you will need: ​

* access to some of your school classwork and your assessment task for the Common Module
* access the presentation and the student resource booklet
* allocate time to explore the activities suggested here. This resource works best if you follow all instructions and complete the thinking routines and reflection activities.

You can use this resource to refine your understanding of the module and the examination structure. ​

# Common Module, Paper 1 Section II

The resources and activities within this resource booklet will help you with your preparation for Paper 1 Section II – Texts and Human Experiences of the HSC examination.

## Activity 1 – two part activity

### First - the examination rubric

1. Read the examination rubric found on -

* page 9 of the [2019 HSC English Advanced Paper 1](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers/hsc-exam-paper-detail/2019/english-advanced-2019-hsc-exam-pack) examination paper.
* page 11 of the [2019 English Standard Paper 1](https://educationstandards.nsw.edu.au/wps/wcm/connect/1262e215-0029-48d9-b749-ff65b2b8fba1/2019-hsc-english-standard-p1.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-1262e215-0029-48d9-b749-ff65b2b8fba1-n4J.0NN) examination paper
* page 9 of the [2019 HSC English Studies examination](https://educationstandards.nsw.edu.au/wps/wcm/connect/2bf3be81-7b18-4560-92d0-3924f67ee394/2019-hsc-english-studies.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-2bf3be81-7b18-4560-92d0-3924f67ee394-mTMOioK) paper.

#### 2019 HSC Paper 1 Section II examination rubric

Answer the question in the Section II Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate understanding of human experiences in texts

- analyse, explain and assess the ways human experiences are represented in texts

- organise, develop and express ideas using language appropriate to audience, purpose and context

[2019 HSC English Advanced Examination Paper 1 - Texts and Human Experiences](https://educationstandards.nsw.edu.au/wps/wcm/connect/eeff2995-6b97-4740-8ccd-ae4613b242e5/2019-hsc-english-advanced-p1.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-eeff2995-6b97-4740-8ccd-ae4613b242e5-n4JYM-r) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2019.

### Second – your interpretation and ideas

1. Outline what you think the personal response will require of you.

| (answer box, add more space if you are printing this resource) |
| --- |

1. Identify your areas of strength and areas for improvement based on this prediction.

| (answer box, add more space if you are printing this resource) |
| --- |

### Optional activity 1b – unpacking the module statement

This is an optional activity and engagement with this activity will depend on your familiarity with the module statement and your prescribed text. Feel free to complete this activity if you would like to spend more time defining key terminology, identifying the synonyms, antonyms and specific textual evidence.

You will need to copy and paste the key aspects of the module statement into the left column, provide your definitions, synonyms or antonyms in the centre column and your textual evidence in the right column.

It’s important to always visit the NESA website specific to your course even though this is a common section. [Advanced syllabus module](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/modules) statement on the NESA website. [Standard syllabus module statement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules) on the NESA website. [Studies syllabus module statement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/modules) on the NESA website.

Table 1 – unpacking the module statement and selecting textual evidence

|  |  |  |
| --- | --- | --- |
| Extracts from the module statement | Definitions, synonyms or antonyms | Ideas and evidence related to the prescribed text |
| how texts represent individual human experiences |  |  |
| how texts represent collective human experiences |  |  |
| how texts represent human qualities associated with, or arising from, these experiences |  |  |
| how texts represent human emotions associated with, or arising from, these experiences |  |  |
| (continue exploring the module statement) |  |  |
| (add a new row for each new aspect of the statement) |  |  |
| (make sure you connect to specific moments in your text) |  |  |
| (you should include the quote, page or scene number so this is an easy reference for you) |  |  |

## Activity 2 – identifying the types of questions

**2018 NESA sample questions for Common Module – Texts and Human Experiences, Section II**

1. Read the examination rubric found on:

* page 4 of [Sample Questions New HSC English Advanced Paper 1](https://syllabus.nesa.nsw.edu.au/assets/english_advanced/files/sample-questions-new-hsc-english-adv-paper-1-exam-2019.pdf) examination paper.
* page 5 of the [Sample Questions New HSC English Standard Paper 1](https://www.educationstandards.nsw.edu.au/wps/wcm/connect/0a850596-eb7b-4ece-80fb-0f9703df7098/english-standard-stage-6-sample-hsc-questions-paper-1-2019.pdf?MOD=AJPERES&CVID=) examination paper
* page 5 of the [Sample Questions New HSC English Studies exam](https://educationstandards.nsw.edu.au/wps/wcm/connect/845b27d9-92de-43c1-b825-b77b0bac8eff/sample-questions-new-hsc-english-studies-exam-2019.pdf?MOD=AJPERES&CVID=) paper.

1. Outline the difference between each of the sample questions.

**Example A**

This example is asking me to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

The syllabus connection is (what do you have to explore in relation to the module) –

| (answer box, add more space if you are printing this resource) |
| --- |

The aspect of the text I am directed to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

My initial thoughts and ideas –

| (answer box, add more space if you are printing this resource) |
| --- |

**Example B**

This example is asking me to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

The syllabus connection is (what do you have to explore in relation to the module) –

| (answer box, add more space if you are printing this resource) |
| --- |

The aspect of the text I am directed to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

My initial thoughts and ideas –

| (answer box, add more space if you are printing this resource) |
| --- |

**Example C**

This example is asking me to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

The syllabus connection is (what do you have to explore in relation to the module) –

| (answer box, add more space if you are printing this resource) |
| --- |

The aspect of the text I am directed to explore –

| (answer box, add more space if you are printing this resource) |
| --- |

My initial thoughts and ideas –

| (answer box, add more space if you are printing this resource) |
| --- |

## Activity 3 – creating questions related to form

In this activity we want you to think about the key aspects of textual form that you think could find their way into an examination question.

1. What aspects of form do you think might find their way into a question for your prescribed text? Refer to the module statement for ideas.

| (answer box, add more space if you are printing this resource) |
| --- |

1. Brainstorm a list of the aspects of form you think could be used within an examination question.

| (answer box, add more space if you are printing this resource) |
| --- |

1. Create your own examination question and share this with a peer.

| (answer box, add more space if you are printing this resource) |
| --- |

1. Write a response to each other's questions.

We have not provided you with an answer box for this section. It is important you practise handwriting examination responses as this is what will be required of you in the examination.

## Activity 4 – examination writing practice

Draft a response to the question below. Use **one** of the human experiences, **family, conflict, courage or the importance of relationships** in your planning. We have given a variety to support the variety of prescribed texts. However, you must connect to the **representation of the environment,** notice that the word natural has been removed, this opens the question up to texts where the natural environment has less significance.

Sample question, write for around 45 minutes:

1. Analyse how the representation of the environment shapes your understanding of family, conflict, courage **or** the importance of relationships.

We have not provided you with an answer box for this section. It is important you practise handwriting examination responses as this is what will be required of you in the examination.

## Activity 5 – planning for feedback

It’s important you give yourself a break between writing your response and engaging in self-reflection. This helps you see your response with objective eyes, you’re more likely to be able to identify its strengths and areas for improvement.

If you have not engaged in any reading about editing your own work it is worth completing some research. The article title ‘How to Self-Edit: 10 Tips for Editing Your Own Writing’ by MasterClass (search this title in a search engine and the article will come up), or copy and paste this link into the search engine: <https://www.masterclass.com/articles/tips-for-editing-your-own-writing#10-tips-for-editing-your-own-writing>.

You may find it useful to also complete the following:

* Read the HSC marker feedback and annotate your own work with this information in mind. [English Studies 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-studies-2019-hsc-exam-pack),
* [English Standard 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack), [English Advanced 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-advanced-2019-hsc-exam-pack).
* Mark your own work using the NESA marking criteria, this is found within the exam pack linked to above. Make sure you use the criteria for Paper 1 Section II.
* Discuss your response with a peer and talk through your plans and desired outcome, this may help you reflect on where you achieved these plans and where you could improve the next time round.
* Ask a peer to mark or grade your work and provide you feedback using the criteria. Reflect on their grade and comment and implement the feedback next time you write.
* Submit your response to your teacher for feedback, ensure you discuss with them the feedback you receive particularly if there is anything you do not understand. Implement the feedback they provide.
* Remember that this is a first draft, markers do not expect this piece to be flawless, come in prepared and do the best you can do but remember this is marked as a first draft.

### Feedback plans

Outline the feedback you received and your implementation plans.

Feedback –

| (answer box, add more space if you are printing this resource) |
| --- |

Implementation plans –

| (answer box, add more space if you are printing this resource) |
| --- |

## Activity 6 – what makes you say that?

Now that you have engaged in self, peer and or teacher feedback and reflection, it is a good idea to revisit your Common Module assessment response and feedback. This is an opportunity to acknowledge your own improvement and continue refining your writing.

1. What’s the key difference between your assessment and your latest response?

| (answer box, add more space if you are printing this resource) |
| --- |

1. What do you see that makes you say that?

| (answer box, add more space if you are printing this resource) |
| --- |

1. What would you like to improve upon or experiment with next and why?

| (answer box, add more space if you are printing this resource) |
| --- |

## Activity 7 – question interpretation and planning guide

1. Use this interpretation, planning and drafting guide to plan your response write a draft response. This process will help you unpack the layers in the question and identify areas where you need to refine your understanding.

Example C (20 marks)

Through the telling and receiving of stories, we become more aware of ourselves and our shared human experiences.

Explore this statement with close reference to your prescribed text.

**Note** Example C uses a statement as a stimulus. It is generic for all prescribed text.

Extra example (20 marks)

How has your understanding of the challenges of the human experience been shaped by the composer’s use of characterisation in your prescribed text?

Explore this statement with close reference to your prescribed text.

We have not provided you with an answer box for this section. It is important you practise handwriting examination responses as this is what will be required of you in the examination.

Table 2 – an interpretation, planning and drafting guide

|  |  |
| --- | --- |
| Unpacking a question | The steps |
| Read | Read the question, tick the box once you have read the question. |
| Re-read | Reread the question and then highlight the key information. You may wish to use the acronym guides K.E.Y or S.A.V.E to assist you with this process. Circle anything you don’t understand. These acronyms help you unpack the layers of the question.  K – Key learning content – What key learning content are you being asked to demonstrate or explore?  E – Evidence needed – What evidence do you need to provide or explore to support your answer?  Y – Why is your interpretation valid? – Think back on what you are being asked to demonstrate and remind yourself why your interpretation is valid?  **Or**  Syllabus – Underline and explain what key syllabus information you need to explore.  Apply – Box – place a box around the instructional information and outline what idea or issue you need to explore.  Verb – Circle the instructional verb and explain what this requires you to do.  Evidence or examples – list the aspects of the text or texts you intend to explore. |
| Re-word | In your own words, explain what the question is asking you to do. |
| Plan it | How you will answer the question? What information will you need to include? How will you find the answer? |
| Respond | Write your response, continually check back to your planning page. Tick ideas off as you explore them. |
| Review | Check your answer. Reread the question.  Refer back to your plan and check you have included everything.  Does your answer make sense? Have you kept the question at the centre of your writing? |

## Activity 8 – writing from outside the text – collecting evidence and engaging with research

1. How and why is the composer influenced by context or the world beyond them?
2. How has this shaped their textual form, features and or structures?
3. How has this shaped the idea, issues or experiences represented in their text?

Complete the following table as you reflect on your prescribed text and the way the world beyond the text has influenced the composer and in turn the choices they have made in terms of form, features or structure, and ideas, issues or experiences (as a starting point) in the prescribed text.

In consultation with your teacher and a peer, you may need to modify some of the examples within the list to more closely reflect your text. A broad range has been provided for you but they may not all be relevant to your text.

Table 3 – context

|  |  |  |
| --- | --- | --- |
| Context | Explanation and research evidence | Evidence from the text and your explanation to support this interpretation |
| Social | (make sure you research and read widely about the text and its composer) |  |
| Familial |  |  |
| Historical |  |  |
| Political |  |  |
| Economic |  |  |
| (continue adding rows) |  |  |
| (for each of the elements you identify) |  |  |
| (add as many as you need) |  |  |

## Activity 9 – your personal response to the text

Complete the following table as you reflect on your prescribed text and the way particular moments in the text and the features or devices the composer has used have led you to think about and understand particular ideas or issues relevant to the human experience. This will help you connect to textual evidence most important for you as a personal responder. Hopefully, the research you have conducted will inform this selection.

Table 4 – the text and you

|  |  |
| --- | --- |
| Moments in the text and the textual features or devices | Ideas, issues you have thought about and think are important to human experiences |
| (connect to the moments most significant for you) |  |
| (find the evidence you think is most powerful) |  |
| (select the lines or shots that make you stop and think) |  |
| (those ah ha moments that have stayed with you) |  |
| (they are the ones you’re most likely to remember) |  |
| (particularly when writing under examination conditions) |  |

## Activity 10 – explaining the difference

Now we have dived deeply into paper 1 Section II take a moment and outline the knowledge, skills and understanding required in each section of Paper 1. Explain the difference between the two sections.

* 1. Paper 1 Section 1 –
  2. Paper 1 Section II –
  3. The differences –

## Activity 11 – goals for revision

This is the final activity in this resource. Spend a few minutes outlining 2-3 goals for a revision session. These should outline what you need to revise and how you will complete this task.

Sample goal and strategy: create a clear thesis statement at the start of my personal response that closely links to my interpretation of the question and the ideas I plan to explore. I will practise writing thesis statements and introductory paragraphs in response to a variety of questions and I will seek feedback from my teacher and a peer.

Goal 1 and strategy:

| (answer box, add more space if you are printing this resource) |
| --- |

Goal 2 and strategy:

| (answer box, add more space if you are printing this resource) |
| --- |

Goal 3 and strategy:

| (answer box, add more space if you are printing this resource) |
| --- |