

Name: .....  
Teacher: TBeckett / LMurphy / HBird

Chatham High School

English Faculty

# HSC English

## Advanced and Standard

### 2010–2011

\*Introduction \*Expectations

\*HSC Assessment Tasks \*How to study English

- **Student declaration:** I have read the information and requirements in it. I understand that I need to keep this copy secure so I can refer to it when necessary.

**Signed and dated:** .....

- **Parent / caregiver acknowledgement:** I / We have looked at this booklet and am/are aware of the information and requirements in it.

**Signed and dated:** .....

## **Welcome to HSC English Advanced and Standard!**

Please read this information carefully, especially our expectations of you.  
It is important to your success in attempting HSC English.

Take notice of any requirements and particularly get yourself organized to work effectively to achieve the standards you are capable of in meeting the course outcomes.

As you are aware your two units of English are essential to you getting a quality HSC and an ATAR. Please remember that how well you do individually affects others. So if you are not doing, or see others not doing the 'right thing', then do something about it before the situation worsens.

It is vitally important that you know and understand what is required of you.  
If any changes are required to this assessment program then you will be notified in writing.

If you are being coached by an 'outside' tutor please advise your teacher. You should also realise that the first person to consult on any matter is your classroom teacher. Sometimes matters can be quickly dealt with and sorted out without the added expense of tutoring. If you are thinking about getting tutored also discuss this with your teacher.

Please refer any concern or question to your teacher and/or me.  
If there is any matter about which you are not clear or have a question then please raise it sooner than later.

On behalf of the faculty I would like to say "all the best".  
I hope you enjoy your program. Please work hard and do well in English! It will be worthwhile and make a difference to your HSC experience and results. You will emerge from the experience with satisfaction and achievement.

Chris Abbott  
Head Teacher English  
October 2010

## Our Expectations of *You* as an HSC English Student

Congratulations on entering your HSC year! We wish you well ...

The English Faculty's expectations of its students are important. We expect *you* to follow through on the points below. By working to meet them *you* will perform better and achieve more personally satisfying results. Do *your* best to maximize *your* performance!

Why? The only mandatory HSC subject; 2 units will count for the ATAR. Makes sense to do well, don't you think? Remember, the sense of personal satisfaction and achievement is important.

***I NEED TO FOCUS ON THESE EXPECTATIONS ... List or highlight those which are priorities for you!***

- **Aim for the best you can do** – this might be called ‘excellence’ or ‘quality’. Do not settle for second best! See **Goals / Aim / Purpose** below
- **Attempt all class work** – be focused on the purpose of the lesson. Do what you are asked to do. Avoid distractions created by you or others.
- **Attendance** – come to class when timetabled & on time. If you are not there who are you punishing? If you are absent – catch up!!
- **Behaviour** – how old are you? What are the requirements of a senior student? Should this need to be raised?
- **Communication** – if you are having problems, don't understand something or you need assistance *consult your teacher*. If there's a concern about meeting an assessment deadline this must be raised with the head teacher. Please ask for help advice or clarification when it is necessary. Often these matters can be dealt with in a short conversation. Do not run off somewhere else when the matter needs to be sorted between you and your teacher.
- **Consult** the English syllabus on the BOS website for details.
- **Do your own work** – when you use someone else's words or ideas show that you did by referencing accurately from the source. If you don't, you'll be guilty of plagiarism.
- **Get motivated** – who wants to do the best they can? I do!
- **Goals** – establish these so you have something to aim at, something to strive for!
  - ❖ **Short** = day to day, week to week
  - ❖ **Medium** = month to month
  - ❖ **Long** = half yearly exam, Trial HSC exam, HSC exam, get a Band 6 English result!!

\* Work out how you are going to achieve them – bit by bit, step by step!

\* Establish some expectations you can live up to for yourself. *Here's a little bit of space to try in.*

- **Have a thorough knowledge of your set texts** - very important, without it you will not be able to respond to any question asked adequately. This will mean re-reading these texts.
- **Make the most of assessment** – don't fixate on the mark or grade, focus on the feedback. After all this is meant to show you how to do it better. What does a mark really tell you?
- **Meet deadlines** - whether it is to read a text by a certain time, or to complete a piece of HW for the next day, or to submit an assessment task, ensure that you take the steps that will allow you to achieve the task.
- **Organization** – get your notes system up to scratch from the start; get material into folders clearly labeled & easily accessible at home. Avoid carrying the entire course's notes around with you for the whole year. Work to a plan. Adapt it so that it works for you. Look at the HSC program outline provided for you. Display this in a prominent place. Use a diary or a wall calendar or a year planner.
- **Participate in class** – be positive, constructive, support the purpose of the class, help the teacher & other students achieve the lesson's purpose. Contribute your ideas, thoughts and feelings appropriately. *Listen carefully.*
- **Practise writing** – take time to plan responses to questions; write introductions to essays; make sure you are familiar with the different types of texts you could be asked to respond in.
- **Read widely** – English is a subject that demands you read more than just the texts you have to. In the AOS, Modules A & C it is a requirement that you use texts of your own choosing. These can be of any type as long as they are relevant to the unit. Start with a newspaper. Read them on line, e.g., at [www.smh.com.au](http://www.smh.com.au) Watch / listen to news & current affairs programs. Read other texts by the same composer. Read what others have to say about the text. Use the school library as a starting point.
- **Re-submit work** – sometimes you could re-do a piece of writing in order to show that you have a better understanding of what is required. In an essay it could be useful even to re-write the introductory paragraph. You could re-submit an entire piece of work in order to receive further feedback from your teacher.
- **Review what you did today** – this could be a short time exercise, re-reading a section of a text being read in class, adding to notes you made in class, summarizing notes for later use, reading ahead, checking your understanding, writing questions to ask for the next lesson.
- **Take it seriously** - you want to do well? Achieve the best results you can for yourself?  
If you are not serious, then why are you here?
- **Take responsibility** – it's your HSC isn't it? Develop some self-reliance & independence. You'll respect yourself a lot more.
- **Time management** – organize a diary or a year calendar or a year planner. Note when work is required and how much lead up work and time is needed to complete work. Set up a weekly time management plan to show what your time commitments look like- put down school, part time work, sport, and other commitments. Am I over committed to other things? Ensure you build in time for HW, assignment preparation, review, revision and study.

## HSC English ADVANCED Course Outline 2010 – 2011

### 1. Term 4 2010 Weeks 1 – 10 11/10 – 17/12

**Area of Study (AOS):** ‘BELONGING’ Prescribed text: Romulus, My Father by Raimond Gaita and other related texts of your own choosing.

**HSC Assessment:** #1A Other Related Texts folder – (10%) submit Term 4, Week 7

**HSC Assessment:** #1B Speaking – (15%) in class during Term 4, Week 7

**HSC Assessment:** #2 Half Yearly Examination, ‘HSC Paper 1’ (AOS) – (10%) to be held during Year 12 Half Yearly Exams – Term 1 2011 Weeks 10 – 11

### 2. Term 1 2011 Weeks 1 – 8 31/01 – 18/03

**Module A:** Exploring Connections; Elective 2 – Texts in Time: Frankenstein by Mary Shelley and ‘Blade Runner’ by Ridley Scott.

**HSC Assessment:** #3 Response writing task – (15%) in class during Term 1, Week 7

### 3. Term 1 2011 Week 9 – 11 21/3 – 8/4 and Term 2 Weeks 1 – 5 26/4 – 27/5

**Module B:** Critical Study of Text – Poetry text to be advised

**HSC Assessment:** #4 Viewing/representing (15%) in class during Term 2, Week 5

### 4. Term 2 2011 Weeks 6 – 10 30/5 – 1/7 and Term 3 Weeks 1 – 3 18/7 – 5/8

**Module C:** Representation and Text; Elective 1 – Conflicting Perspectives: Julius Caesar by William Shakespeare

**HSC Assessment:** #5 Listening task (15%) in class during Term 3, Week 2

### 5. Term 3 2011 Weeks 4 – 10 8/8 – 23/9

**Revision** for Trial Exams: Week 4

**HSC Assessment:** #6 Trial HSC Examination Paper 1 (AOS) and 2 (Modules) (20%) to be held during Trial Examination Term 3 Weeks 5 – 6

**Review** of exam performance. **Revise** and further HSC Exam preparation: Weeks 7 - 10

6. Term 4 2011 **Week 1** – Study leave and HSC Exams may begin  
**Week 2** – HSC Exams

## HSC English STANDARD Course Outline 2010 – 2011

### **1. Term 4 2010 Weeks 1 – 10 11/10 – 17/12**

**Area of Study (AOS):** ‘BELONGING’ prescribed text, The Simple Gift by Steven Herrick and two related texts of your own choosing.

**HSC Assessment:** #1A Other Related Texts folder – (10%) submit Term 4, Week 7

**HSC Assessment:** #1B Speaking – (15%) in class during Term 4, Week 7

**HSC Assessment:** #2 Half Yearly Examination, ‘HSC Paper 1’ (AOS) – (10%) to be held during Year 12 Half Yearly Exams – Term 1 2011 Weeks 10 - 11

### **2. Term 1 2011 Weeks 1 – 8 31/01 – 18/03**

**Module A:** Experience Through Language – Distinctively Visual; Henry Lawson Short Stories

**HSC Assessment:** #3 Response writing task – (15%) in class during Term 1, Week 7

### **3. Term 1 2011 Week 9 – 11 21/3 – 8/4 and Term 2 Weeks 1 – 5 26/4 – 27/5**

**Module B:** Close Study of Text – ‘Witness’ directed by Peter Weir or Cosi by Louis Nowra

**HSC Assessment:** #4 Viewing/representing (15%) in class during Term 2, Week 5

### **4. Term 2 2011 Weeks 6 – 10 30/5 – 1/7 and Term 3 Weeks 1 – 3 18/7 – 5/8**

**Module C:** Texts and Society – ‘Into the World’; Educating Rita by Willy Russell or ‘Billy Elliot’

**HSC Assessment:** #5 Listening task (15%) in class during Term 3, Week 2

### **5. Term 3 2011 Weeks 4 – 10 8/8 – 23/9**

**Revision** for Trial Exams: Week 4

**HSC Assessment:** #6 Trial HSC Examination Paper 1 (AOS) and 2 (Modules) (20%) to be held during Trial Examination Term 3 Weeks 5 – 6

**Review** of exam performance. **Revise** and further HSC Exam preparation: Weeks 7 - 10

**6. Term 4 2011** **Week 1** – Study leave and HSC Exams may begin  
**Week 2** – HSC Exams

## **HSC English Advanced and Standard Area of Study: Belonging**

### **Other Related Text Folder and Speaking Task**

**Due Date:** Term 4 Week 7 Monday 22.11.10

**Weighting:** Writing (ORT) 10% and Speaking (15%)

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#### **HSC Outcomes assessed in Other Related Text Folder:**

1, 4, 6, 7, 10, 12, 13 (refer to *English Stage 6 Syllabus* Document)

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#### **Nature of Task #1A:**

- Find ONE text related to the concept of ‘Belonging’ from EACH of the following categories:
    1. Media text: TV show, radio interview, magazine article, news story, feature article
    2. Written text: poem, short story, song lyrics, novel, play, autobiography, biography, travel memories
    3. Visual text: picture book, advertisement, poster, website page, painting, cartoon
    4. Film: may be fiction or documentary
  - For EACH of the texts, you must provide accurate and clear source details: composer; title of text; publisher’s name and date and time of publication; contextual details, e.g., where it appears in a newspaper, give the page reference; for WWW sites, the URL and date accessed is required.
  - Present and organise the texts (or at least some evidence of each text, e.g., photocopy of a book or video cover, copy of article) in an acceptable format.
  - Standard students are to complete the attached pro forma for ONE of the texts that you intend to use as your RELATED TEXT. An electronic version of the pro forma is available for download on the school’s webpage. Advanced students are to use the pro forma as a guideline only.
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#### **Criteria for assessment:**

- Selects thoughtfully **four** appropriate texts and provides accurate source details
- Records and organises texts in an acceptable format
- Outlines ideas about belonging presented in **one** of the texts
- Explains some of the techniques used in the selected text to present these ideas
- Shows links between texts in terms of ideas and techniques
- Writes succinct and well organised notes using the pro forma provided
- Demonstrates effective control of language, including correct spelling, punctuation and grammar

**Refer to Marking Guidelines and the teacher marking sheet.**

## HSC English Advanced and Standard Assessment Tasks # 1A and 1B (cont)

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### HSC Outcomes assessed in Speaking Task:

3, 4, 6, 7, 8, 12, 13 (refer to *English Stage 6 Syllabus Document*)

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### Nature of Advanced and Standard English Task #1B:

**This is a speaking task requiring you to present an oral presentation which is *at least 6 minutes long for Advanced students and at least 5 minutes long for Standard students. It is based on a character from your prescribed AOS text.***

- Standard students will speak to a mixture of Standard English students. You will be advised which group you are in and the room.
- All students will be called upon randomly to present. You must give your teacher a copy of your speech at the start of the lesson on the first day of the oral presentations. **How well you communicate your presentation is the main focus of this assessment task.**

### In this task you are to:

- Choose a character from your prescribed AOS text.
  - Explain what concepts of ‘Belonging’ are presented in the text through the representation of your character. You may wish to refer to aspects of ‘Belonging’ that include: your character’s experiences, notions of identity, relationships, alienation, acceptance and understanding by others.
  - Discuss how the composer’s choice of language features, forms and structures has shaped your character.
  - Compare the ideas about ‘Belonging’ in your prescribed AOS text with those presented in one of the texts you have chosen to use as your related text (text discussed using pro forma in ORT). Refer to both what the texts say about ‘Belonging’ and how those meanings are shaped.
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### Criteria for assessment:

- Speaking for approximately 6 or 5 minutes on your text
- Uses voice effectively with appropriate volume, pace, clarity and modulation
- Uses body effectively with appropriate stance, gesture and eye contact
- Makes minimal use of notes in an interpretative, well organised presentation
- Explains the concepts of ‘Belonging’ as presented in the text
- Discusses a variety of relevant techniques used in the text
- Compares prescribed text with related text in terms of ideas and techniques
- Reading out your whole presentation will mean that you can only score a maximum of half the available marks for this task

### Refer to Marking Guidelines and the teacher marking sheet.

- Normal Assessment Task rules need to be followed if you are absent that day.



**Marking Guidelines – English Assessment Task #1A**  
**Area of Study – ‘Belonging’: Other Related Text Folder**

**Grade A**

**Marks: 100 – 85**

- Successfully explores, analyses and articulates the ways in which perceptions of ‘Belonging’ are shaped in texts
- Thoughtfully selects relevant texts from designated categories and provides adequate bibliographical details
- Presents critically refined ideas, using succinct and well-organised notes in the pro forma provided
- Demonstrates a very high level of ability in explaining the techniques used in texts to present the perceptions of ‘Belonging’
- Demonstrates a very high level of ability in showing links between texts in terms of ideas and techniques
- Demonstrates flair, originality, sophistication and precision of both thought and expression

**Grade B**

**Marks: 84 – 65**

- Attempts to explore, analyse and articulate the ways in which perceptions of ‘Belonging’ are shaped in texts
- Selects relevant texts from designated categories and provides adequate bibliographical details
- Presents critically refined ideas, using succinct and well-organised notes in the pro forma provided
- Demonstrates a high level of ability in explaining the techniques used in texts to present the perceptions of ‘Belonging’
- Demonstrates a high level of ability in showing links between texts in terms of ideas and techniques
- Demonstrates sophisticated control of both thought and expression

**Grade C**

**Marks: 64 – 45**

- Demonstrates a sound understanding of the ways in which perceptions of ‘Belonging’ are shaped in texts
- Selects relevant texts from designated categories and provides adequate bibliographical details
- Presents critical ideas, using well-organised notes in the pro forma provided
- Demonstrates an ability to explain the techniques used in texts to present the perceptions of ‘Belonging’
- Demonstrates an ability to explain the links between texts in terms of ideas and techniques
- Demonstrates confident control of both thought and expression

**Grade D**

**Marks: 44 – 25**

- Demonstrates a limited understanding of the ways in which perceptions of ‘Belonging’ are shaped in texts
- Selects relevant texts from designated categories and provides some bibliographical details
- Presents informed ideas, using notes in the pro forma provided
- Demonstrates a limited level of ability in explaining the techniques used in texts to present the perceptions of ‘Belonging’
- Demonstrates a limited level of ability in explaining the links between texts in terms of ideas and techniques
- Demonstrates a reasonable control of both thought and expression

**Grade E**

**Marks: 24 - 1**

- Demonstrates an elementary understanding of the ways in which perceptions of ‘Belonging’ are shaped in texts
- Selects texts from designated categories and provides some bibliographical details
- Presents underdeveloped ideas, using notes in the pro forma provided
- Demonstrates an elementary level of ability in explaining the techniques used in texts to present the perceptions of ‘Belonging’
- Demonstrates an elementary level of ability in explaining the links between texts in terms of ideas and techniques
- Demonstrates limited control of both thought and expression

## Area of Study: Belonging

Title: .....	
Composer: .....	
Source: .....	Date: .....

Context: .....	
Audience: .....	
Purpose: .....	

Synopsis of text: .....
.....
.....
.....

Ideas relevant to "Belonging": .....
.....
.....
.....
.....
.....
.....

Techniques used to present relevant ideas about Belonging (Technique, Example, Effect):

1. ....  
.....
2. ....  
.....
3. ....  
.....

Links to other texts in terms of ideas and techniques:

1. Prescribed text:

.....  
.....  
.....  
.....  
.....  
.....

2. Other text of own choosing: .....

.....  
.....  
.....  
.....  
.....  
.....

Other Related Text Folder (ORT)

HSC Advanced & Standard English Assessment Task #1A – Area of Study: Belonging

ORT submitted on time YES / NO or .....

<b>Selection / Presentation of related texts:</b>		
1. Selected one related text from each of the 4 categories	YES / NO	/4
2. Provided accurate source details for each of the related texts	YES / NO	/4
3. Presented and organised texts in an acceptable format	YES / NO	/2
<b>TOTAL:</b>		<b>/10</b>

<b>Belonging Pro forma:</b>	
Comments: .....	
.....	
.....	
.....	
.....	
<b>TOTAL:</b>	<b>/30</b>

Marked by: Result Grade: A B C D E N

Mark (MUST match above and fit guidelines) = /40

## **Marking Guidelines – HSC English Advanced and Standard Assessment Task #1B Area of Study – ‘Belonging’: Speaking Task**

### **Grade A**

**Marks: 100 – 85**

- Demonstrates an excellent understanding of composing a speech
- Demonstrates a very high level of ability to represent ideas and understanding of the concept of ‘Belonging’ in a logical and imaginative speech
- Presents an imaginative and critically refined speech showing highly developed skills in the discussion and comparison of texts and techniques
- Demonstrates a very high level of ability to develop and sustain an oral presentation, which shows sophisticated control of form appropriate to purpose, audience and context
- Exhibits flair, originality, sophistication and precision of both thought and expression

### **Grade B**

**Marks: 84 – 65**

- Demonstrates a highly developed understanding of composing a speech
- Demonstrates a high level of ability to represent ideas and understanding of the concept of ‘Belonging’ in a logical and imaginative speech
- Presents an imaginative and critically refined speech showing highly developed skills in the discussion and comparison of texts and techniques
- Demonstrates a high level of ability to develop and sustain an oral presentation, which shows sophisticated control of form appropriate to purpose, audience and context
- Exhibits evidence of sophisticated control of both thought and expression

### **Grade C**

**Marks: 64 – 45**

- Demonstrates a developed understanding of composing a speech
- Demonstrates an ability to represent ideas and understanding of the concept of ‘Belonging’ in a logical and imaginative speech
- Presents an imaginative and refined speech showing sound skills in the discussion and comparison of texts and techniques
- Demonstrates an ability to develop and sustain an oral presentation and shows satisfactory control of form appropriate to purpose, audience and context
- Exhibits evidence of control of both thought and expression

### **Grade D**

**Marks: 44 – 25**

- Demonstrates a limited understanding of composing a speech
- Demonstrates a limited level of ability to represent ideas and understanding of the concept of ‘Belonging’ in a logical and imaginative speech
- Presents an informed speech showing some evidence of skills in the discussion and comparison of texts and techniques
- Demonstrates a limited ability to develop and sustain an oral presentation, which shows basic control of form appropriate to purpose, audience and context
- Exhibits reasonable control of language and expression

### **Grade E**

**Marks: 24 - 1**

- Demonstrates an elementary understanding of composing a speech
- Demonstrates an elementary level of ability to represent ideas and understanding of the concept of ‘Belonging’ in an informed, logical speech
- Presents a speech showing some evidence of skills in the discussion and comparison of texts and techniques
- Demonstrates an elementary ability to develop and sustain an oral presentation, which shows limited control of form appropriate to purpose, audience and context
- Exhibits variable control of language and expression



**HSC English Advanced Assessment Task # 3**  
**Response writing task**  
**Module A: Elective 2 ‘Texts in Time’**

Due: Week 7 Term 1 2010 (date to be determined) in class

Weighting: Reading 10%; Writing 5% - Total 15%

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HSC outcomes assessed:

1. Explains & evaluates the effects of different contexts of responders & composers on texts.
  2. Explains relationships among texts.
  - 2A. Recognises different ways in which particular texts are valued.
  6. Engages with the details of text in order to respond critically & personally.
  10. Analyses & synthesises information & ideas into sustained & logical argument for a range of purposes, audiences & contexts.
  12. Reflects on own processes of responding & composing.
  - 12A. Explains & evaluates different ways of responding to & composing texts.
  13. Reflects on own processes of learning.
- 

**Nature of the task:**

**This is an essay question.**

**The question may be given to you in advance. The actual writing will be completed in class time.**

**Your answer should be about 1000 words.**

**You will have 45 minutes to complete this task.**

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You will be assessed on the following criteria:

- Understanding of the concept ‘Texts in Time’.
- Comparing & contrasting the two prescribed texts ‘*Frankenstein*’ and ‘*Blade Runner*’.
- Understanding how changing contexts reflect changing values in these texts.
- Control over the essay text type, writing about 1000 words;
- Clear and detailed reference to and use of the texts in the essay which reflects your careful reading of these texts.

**Refer to the Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.
- Bring your texts with you.

## Marking Guidelines – HSC English Advanced

### Module A: Elective 2 ‘Texts in Time’

#### Grade A

**Marks: 100 – 85**

- Demonstrates extensive detailed knowledge and insightful understanding of texts, their relationships, their context & the values & attitudes they convey.
- Indicates highly developed ability to analyse & use language forms, features & structures of texts & demonstrates the ways in which they shape meaning & influence responses.
- Demonstrates highly developed understanding of the impact of purpose, audience & medium of production on the language used & ability to demonstrate this in own writing.
- Presents an imaginative & critically refined response showing highly developed skills in evaluation of texts & textual detail.
- Exhibits evidence of flair, originality, sophistication & precision in both thought & expression.

#### Grade B

**Marks: 84 – 65**

- Demonstrates detailed knowledge and perceptive understanding of texts, their relationships, their context & the values & attitudes they convey.
- Indicates well-developed ability to analyse & use language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses.
- Demonstrates well developed ability to understanding of the impact of purpose, audience & medium of production on the language used & demonstrate this in own writing.
- Presents an imaginative & critically refined response showing well-developed skills in evaluation of texts & textual detail.
- Exhibits evidence of sophisticated control in both thought & expression.

#### Grade C

**Marks: 64 – 45**

- Demonstrates sound knowledge and understanding of texts, their relationships, their context & the values & attitudes they convey.
- Indicates ability to analyse & use language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses.
- Demonstrates developed understanding of the impact of purpose, audience & medium of production on the language used & demonstrate this in own writing.
- Presents a sound imaginative & critical response showing developed skills in evaluation of texts & textual detail.
- Exhibits evidence of control in both thought & expression.

#### Grade D

**Marks: 44 – 25**

- Demonstrates general knowledge and understanding of texts, their relationships, their context & the values & attitudes they convey.
- Indicates ability to analyse & use a limited range of language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses.
- Demonstrates some understanding of the relationship between purpose, audience, medium of production, & can demonstrate this in own writing.
- Presents an informed response showing some evidence of interpretation of texts & textual detail.
- Exhibits reasonable control in using language appropriate to a specific purpose, audience & context.

#### Grade E

**Marks: 24 – 1**

- Demonstrates elementary knowledge and understanding of texts, their relationships & their context.
- Shows limited ability to describe, comment upon & use a limited range of language forms, features & structures of texts & explain the ways in which they shape meaning & influence responses.
- Demonstrates some awareness of the relationship between purpose, audience, medium of production, & can demonstrate this in own writing.
- Presents an underdeveloped response showing limited evidence of interpretation of texts.
- Exhibits variable control in using language appropriate to a specific purpose, audience & context.



**HSC English Standard Assessment Task # 3**  
**Response writing task**  
**Module A: Experience through Language – Distinctively Visual**

Due: Week 7 Term 1 (date to be advised) In class  
Weighting: Reading 10%; Writing -5% - Total 15%

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HSC outcomes assessed:

1. Demonstrates understanding of how relationships between composer, responder, text & context shape meaning.
  2. Demonstrates understanding of the relationships among texts.
  6. Engages with the details of text in order to respond critically & personally.
  10. Analyses & synthesises information & ideas into sustained & logical argument for a range of purposes & audiences.
  12. Reflects on own processes of responding & composing.
  13. Reflects on own processes of learning.
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**Nature of the task:**

**This task focuses on reading, understanding & responding in writing to your prescribed text & a related text provided in class on the day.**

**You will be given a related text to read and respond to as well as your prescribed text.**

**You will have one lesson in which to complete the written response.**

**The written response will include both short answers and a more extended response. The extended response question is:**

*Explain how images are used in Henry Lawson's Short Stories to further the viewer's understanding of the text.  
Students should refer to and discuss features such as techniques, characters, themes and setting.*

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You will be assessed on the following criteria:

- Demonstrating an ability to engage with the details of your prescribed text and the other related text provided;
- Demonstrating an understanding of how images convey and shape meaning in a range of texts;
- Demonstrating an understanding of the role of audience, purpose & context;
- Demonstrating knowledge & understanding of setting, characters and themes
- Demonstrating an ability to develop & sustain your composition showing control of language & form appropriate to the purpose, audience & form

**Refer to the Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.
- While you should prepare for the extended response beforehand, you cannot bring a copy of your response into the room on the day of the assessment task.

## **Marking Guidelines HSC English Standard Module A: Experience through Language Distinctively Visual**

### **Grade A** **Marks: 100 – 85**

- Demonstrates a highly developed ability to engage with the details of texts.
- Demonstrates an excellent understanding of how images convey & shape meaning in a range of texts.
- Has a sophisticated & perceptive understanding of the role of audience, purpose & context.
- Has a highly developed understanding of the connections between texts.
- Has excellent knowledge & understanding of setting, characters, themes and techniques.
- Demonstrates a very high level of ability to develop & sustain a composition, which shows sophisticated control of language, & form appropriate to purpose, audience & context.

### **Grade B** **Marks: 84 – 65**

- Demonstrates a developed ability to engage with the details of texts.
- Demonstrates a very good understanding of how images convey & shape meaning in a range of texts.
- Has a developed understanding of the role of audience, purpose & context.
- Has a developed understanding of the connections between texts.
- Has very good knowledge & understanding of setting, characters, themes and techniques.
- Demonstrates a high level of ability to develop & sustain a composition, which shows precise control of language, & form appropriate to purpose, audience & context.

### **Grade C** **Marks: 64 – 45**

- Demonstrates a sound ability to engage with the details of texts.
- Demonstrates a good understanding of how images convey & shape meaning in a range of texts.
- Has a sound understanding of the role of audience, purpose & context.
- Has a sound understanding of the connections between texts.
- Has a good knowledge & understanding of setting, characters, themes and techniques.
- Demonstrates a sound level of ability to develop & sustain a composition, which shows a satisfactory control of language, & form appropriate to purpose, audience & context.

### **Grade D** **Marks: 44 – 25**

- Demonstrates a limited ability to engage with the details of texts.
- Demonstrates a basic understanding of how images convey & shape meaning in a range of texts.
- Has a limited understanding of the role of audience, purpose & context.
- Has a limited understanding of the connections between texts.
- Has a basic knowledge & understanding of setting, characters, themes and techniques.
- Demonstrates a limited level of ability to develop & sustain a composition, which shows a basic control of language, & form appropriate to purpose, audience & context.

### **Grade E** **Marks: 24 – 1**

- Demonstrates an elementary ability to engage with the details of texts.
- Demonstrates a limited understanding of how images convey & shape meaning in a range of texts.
- Has an elementary understanding of the role of audience, purpose & context.
- Has an elementary understanding of the connections between texts.
- Has an elementary knowledge & understanding of setting, characters, themes and techniques.
- Demonstrates an elementary level of ability to develop & sustain a composition, which shows a limited control of language, & form appropriate to purpose, audience & context.

## **HSC English Advanced Assessment Task # 4**

### **Module B: Critical Study of Text**

### **Visual Representation Task**

Due: Term 2 Week 5 (dates to be determined) Parts B and C to be completed in class.

Weighting: Viewing/Representing 15%

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HSC outcomes assessed: 4, 5, 9, 11, 12 and 13 (refer to *English Stage 6 Syllabus Document*)

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**Nature of the task - This representing and writing task has three (3) parts:**

#### **PART A: Plan of Visual Representation**

- Create a visual tool that communicates how your visual representation will reflect your perception and understanding of your prescribed text.
- This is to be submitted to your teacher prior to the construction of the visual representation (date to be determined by teacher).

#### **PART B: Construction of Representation**

- Create a visual representation based on your perception and understanding of the prescribed text. This visual representation is to be in the form of a collage.
- It will be worked on, completed and submitted in class time on the above due date.
- You are to select carefully both images and text that you will organise and construct into your representation, i.e., the collage.
- In your visual representation you must show that you understand the themes, form and language of the text.
- You will be provided with a piece of A3 paper on which this collage is to be constructed and a piece of A4 paper to complete the written composition.
- You will bring with you all the other materials required to complete the task in class.

#### **PART C: Written Composition**

- You will be required to respond to the following question in a minimum of 750 words:  
*How has your Visual Representation conveyed your understanding of your prescribed text?*
- In your response you should consider your use of visual features such as colour, images and text as well as features of layout such as size, shape and positioning.
- You will need to ensure that the written composition uses language appropriate to audience, context and purpose.

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You will be assessed on:

- Creating a visual tool that plans what your collage will look like;
- Presenting a collage that represents your ideas using imagery and language appropriate to the prescribed text;
- Composing a written text of approximately 750 words;
- Evaluating & showing understanding of the relationship between representation & meaning;
- Using media in the organisation of information & ideas;
- Showing a meaningful connection between the visual representation & the written text.

#### **Refer to the Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.

## **Marking Guidelines – HSC English Advanced Module B Visual Representation**

### **Grade A**

**Marks: 100 – 85**

- Demonstrates extensive detailed knowledge & insightful understanding of the prescribed text & the relationships between representation & meaning.
- Indicates highly developed ability to analyse & use language forms, features & structures of the text & demonstrates the ways in which they shape meaning & influence responses.
- Displays highly developed understanding of the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critically refined personal response showing highly developed skills in evaluation of the text & textual detail.
- Exhibits evidence of flair, originality, sophistication & precision in both thought & expression.

### **Grade B**

**Marks: 84 -65**

- Demonstrates detailed knowledge & perceptive understanding of the text & the relationships between representation & meaning.
- Indicates well-developed ability to analyse & use language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays well developed ability to understand the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critically refined personal response showing well-developed skills in evaluation of the text & textual detail.
- Exhibits evidence of sophisticated control in both thought & expression.

### **Grade C**

**Marks: 64 – 45**

- Demonstrates sound knowledge & understanding of the text & the relationships between representation & meaning.
- Indicates ability to analyse & use language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays developed ability to understand the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critical response showing developed skills in evaluation of the text & textual detail.
- Exhibits evidence of confident control in both thought & expression.

### **Grade D**

**Marks: 44 – 25**

- Demonstrates general knowledge & understanding of the text & the relationships between representation & meaning.
- Indicates ability to analyse & use a limited range of language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays some understanding of the relationship of the medium of production and can demonstrate this in writing.
- Presents an informed response showing some evidence of the text & textual detail.
- Exhibits reasonable control in using language appropriate to a specific purpose, audience & context.

### **Grade E**

**Marks: 24 – 1**

- Demonstrates elementary knowledge & understanding of the text & the relationships between representation & meaning.
- Shows ability to describe, comment upon & use a limited range of language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Indicates some awareness of the relationship between the medium of production and can demonstrate this in writing.
- Presents an undeveloped response showing limited evidence of interpretation of the text.
- Exhibits variable control in using language appropriate to purpose, audience & context

**HSC English Standard Assessment Task # 4**  
**Module B: Close Study of Text – ‘Witness’ or Cosi**  
**Visual Representation Task**

Due: Term 2 Week 5 (dates to be determined) Parts B and C to be completed in class.  
Weighting: Viewing/Representing 15%

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HSC outcomes assessed: 4, 5, 9, 11, 12 and 13 (refer to *English Stage 6 Syllabus Document*)

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Nature of the task - This **representing and writing** task has three (3) parts:

**PART A: Plan of Visual Representation**

- Create a visual tool that communicates how your visual representation will reflect your perception and understanding of either ‘Witness’ or Cosi.
- This is to be submitted to your teacher prior to the construction of the visual representation (date to be determined by teacher).

**PART B: Construction of Representation**

- Create a visual representation based on your perception and understanding of either ‘Witness’ or Cosi. This visual representation is to be in the form of a collage.
- It will be worked on, completed and submitted in class time on the above due date.
- You are to select carefully both images and text that you will organise and construct into your representation, i.e., the collage.
- In your visual representation you must show that you understand the themes, form and language of this text.
- You will be provided with a piece of A3 paper on which this collage is to be constructed and a piece of A4 paper to complete the written composition.
- You will bring with you all the other materials required to complete the task in class.

**PART C: Written Composition**

- You will be required to respond to the following question in a minimum of 500 words:  
*How has your Visual Representation conveyed your understanding of either ‘Witness’ or Cosi?*
- In your response you should consider your use of visual features such as colour, images and text as well as features of layout such as size, shape and positioning.
- You will need to ensure that the written composition uses language appropriate to audience, context and purpose.

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You will be assessed on:

- Creating a visual tool that plans what your collage will look like;
- Presenting a collage that represents your ideas using imagery and language appropriate to either ‘Witness’ or Cosi;
- Composing a written text of approximately 500 words;
- Evaluating & showing understanding of the relationship between representation & meaning;
- Using media in the organisation of information & ideas;
- Showing a meaningful connection between the visual representation & the written text.

**Refer to the Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.

## **Marking Guidelines – HSC English Standard**

### **Module B Close study of Text - Visual Representation**

#### **Grade A**

**Marks: 100 – 85**

- Demonstrates extensive detailed knowledge & insightful understanding of the prescribed text & the relationships between representation & meaning.
- Indicates highly developed ability to analyse & use language forms, features & structures of the text & demonstrates the ways in which they shape meaning & influence responses.
- Displays highly developed understanding of the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critically refined personal response showing highly developed skills in evaluation of the text & textual detail.
- Exhibits evidence of flair, originality, sophistication & precision in both thought & expression.

#### **Grade B**

**Marks: 84 -65**

- Demonstrates detailed knowledge & perceptive understanding of the text & the relationships between representation & meaning.
- Indicates well-developed ability to analyse & use language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays well developed ability to understand the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critically refined personal response showing well-developed skills in evaluation of the text & textual detail.
- Exhibits evidence of sophisticated control in both thought & expression.

#### **Grade C**

**Marks: 64 – 45**

- Demonstrates sound knowledge & understanding of the text & the relationships between representation & meaning.
- Indicates ability to analyse & use language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays developed ability to understand the impact of the medium of production on the language used & the ability to demonstrate this in writing.
- Presents an imaginative and critical response showing developed skills in evaluation of the text & textual detail.
- Exhibits evidence of confident control in both thought & expression.

#### **Grade D**

**Marks: 44 – 25**

- Demonstrates general knowledge & understanding of the text & the relationships between representation & meaning.
- Indicates ability to analyse & use a limited range of language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Displays some understanding of the relationship of the medium of production and can demonstrate this in writing.
- Presents an informed response showing some evidence of the text & textual detail.
- Exhibits reasonable control in using language appropriate to a specific purpose, audience & context.

#### **Grade E**

**Marks: 24 – 1**

- Demonstrates elementary knowledge & understanding of the text & the relationships between representation & meaning.
- Shows ability to describe, comment upon & use a limited range of language forms, features & structures of the text & explain the ways in which they shape meaning & influence responses.
- Indicates some awareness of the relationship between the medium of production and can demonstrate this in writing.
- Presents an undeveloped response showing limited evidence of interpretation of the text.
- Exhibits variable control in using language appropriate to purpose, audience & context

**HSC English Advanced Assessment Task #5**  
**Module C – Representation and Text, Elective 1 – Conflicting Perspectives**  
**Listening Task**

Due: Term 3 Week 2 (date to be advised) In class

Weighting: Listening - 15 %

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HSC outcomes assessed:

1. Explains and evaluates the effects of different contexts of responders and composers on texts.
  4. Explains and analyses the ways in which language forms & features, & structures of texts shape meaning & influence responses.
  7. Adapts & synthesises a range of textual features to explore & communicate information, ideas & values for a variety of purposes, audiences & contexts.
  10. Analyses & synthesises information & ideas into sustained & logical argument for a range of purposes, audiences and contexts.
  12. Reflects on own processes of responding & composing.
  13. Reflects on own processes of learning.
- 

Nature of Task:

**This task focuses on the viewing and *listening* to a program about aspects of ‘Conflicting Perspectives’ and responding to it by answering questions in writing which follow. This will take about 45 minutes.**

The task will be completed in class time.

You can prepare for this task by listening carefully to what your teacher & peers talk about in discussion on aspects of ‘Conflicting Perspectives’. You can listen to & watch relevant audio-visual programs. You will need a knowledge and understanding of your prescribed text.

You will be assessed on the following criteria:

- Demonstrating an understanding of ‘Conflicting Perspectives’;
- Demonstrating effective listening skills by responding clearly in writing to set questions;
- The ability to use language appropriate to your audience.

**Refer to Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.

## **Marking Guidelines – HSC English Advanced Module C – ‘Conflicting Perspectives’ Listening Task**

### **Grade A** **Marks: 100 – 85**

- Demonstrates a highly developed understanding of ‘Conflicting Perspectives’.
- Demonstrates highly effective listening skills.
- Responds with very clear and precise written responses.
- Able to use language appropriate to audience and purpose.

### **Grade B** **Marks: 84 - 65**

- Demonstrates a developed understanding of ‘Conflicting Perspectives’.
- Demonstrates effective listening skills.
- Responds with very clear written responses.
- Able to use language appropriate to audience and purpose.

### **Grade C** **Marks: 64 – 45**

- Demonstrates a sound understanding of ‘Conflicting Perspectives’.
- Demonstrates sound listening skills.
- Responds with mostly clear written responses.
- Mostly able to use language appropriate to audience and purpose.

### **Grade D** **Marks: 44 - 25**

- Demonstrates a limited understanding of ‘Conflicting Perspectives’.
- Demonstrates limited listening skills.
- Responds with limited written responses.
- Limited ability to use language appropriate to audience and purpose.

### **Grade E** **Marks: 24 – 1**

- Demonstrates an elementary understanding of ‘Conflicting Perspectives’.
- Demonstrates elementary listening skills.
- Responds with elementary written responses.
- Elementary ability to use language appropriate to audience and purpose.



## **HSC English Standard Assessment Task #5**

### **Module C – Texts and Society – ‘Into the World’**

### **Listening Task**

Due: Term 3 Week 2 (date to be advised) In class

Weighting: Listening - 15 %

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HSC outcomes assessed:

1. Demonstrates an understanding of how relationships between composer, responder, text & context shape meaning.
  4. Describes & analyses the ways that language forms & features, & structures of texts shape meaning & influence responses.
  7. Adapts & synthesises a range of textual features to explore & communicate information, ideas & values for a variety of purposes, audiences & contexts.
  10. Analyses & synthesises information & ideas into sustained & logical argument for a range of purposes & audiences.
  12. Reflects on own processes of responding & composing.
  13. Reflects on own processes of learning.
- 

Nature of Task:

**This task focuses on the viewing and *listening* to a program about aspects of ‘Into the World’ and responding to it by answering questions in writing which follow. This will take about 45 minutes.**

The task will be completed in class time.

You can prepare for this task by listening carefully to what your teacher & peers talk about in discussion on aspects of ‘Into the World’. You can listen to & watch relevant audio-visual programs.

You will need a knowledge and understanding of your prescribed text.

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You will be assessed on the following criteria:

- Demonstrating an understanding of ‘Into the World’;
- Demonstrating effective listening skills by responding clearly in writing to set questions;
- The ability to use language appropriate to your audience.

#### **Refer to Marking Guidelines**

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- Normal Assessment Task rules need to be followed if you are absent that day.

**Marking Guidelines –HSC English Standard  
Module C Texts and Society – ‘Into the World’  
Listening Task**

**Grade A** **Marks: 100 – 85**

- Demonstrates a highly developed understanding of ‘Into the World’.
- Demonstrates highly effective listening skills.
- Responds with very clear and precise written responses.
- Able to use language appropriate to audience and purpose.

**Grade B** **Marks: 84 - 65**

- Demonstrates a developed understanding of ‘Into the World’.
- Demonstrates effective listening skills.
- Responds with very clear written responses.
- Able to use language appropriate to audience and purpose.

**Grade C** **Marks: 64 – 45**

- Demonstrates a sound understanding of ‘Into the World’.
- Demonstrates sound listening skills.
- Responds with mostly clear written responses.
- Mostly able to use language appropriate to audience and purpose.

**Grade D** **Marks: 44 - 25**

- Demonstrates a limited understanding of ‘Into the World’.
- Demonstrates limited listening skills.
- Responds with limited written responses.
- Limited ability to use language appropriate to audience and purpose.

**Grade E** **Marks: 24 – 1**

- Demonstrates an elementary understanding of ‘Into the World’.
- Demonstrates elementary listening skills.
- Responds with elementary written responses.
- Elementary ability to use language appropriate to audience and purpose.

## **HSC English Advanced and Standard Task #6 Trial HSC Examination**

Due: Week 5 Term 3 2011 in the exam room  
Weighting: 20% (all components)

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HSC outcomes assessed: 1 to 13 inclusive

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Nature of the task:

**There are *two, two hour* examination papers covering the whole course to be attempted.**

***Paper 1* covers the AOS. This paper is worth 40% of the total marks. Standard & Advanced students do the same paper. It has three sections. All sections are worth the same amount of marks. Students have 10 minutes reading time and two hours writing time.**

**Section 1- reading & viewing a range of texts and composing short written responses to questions of various weightings.**

**Section 2 - composing a written text which may be creative, imaginative or analytical in response to a specific question.**

**Section 3 - composing a written text which will examine your ability to write a synthesized response to a specific question on the AOS and the texts you have prepared for it.**

***Paper 2* covers the Modules. This paper is worth 60% of the total marks. Standard and Advanced students do different papers. It has three sections. All sections are worth the same amount of marks. Students have 5 minutes reading time and two hours writing time.**

**Section 1 – Module A**

**Section 2 – Module B**

**Section 3 - Module C**

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You will be assessed on how well you do the following in each of the sections below:

### **Advanced & Standard Paper 1 (Area of Study)**

**In Section 1 –**

- \* demonstrate understanding of the way perceptions of belonging are shaped in and through texts
- \* describe, explain and analyse the relationship between language, text and context

**In Section 2 –**

- \* express understanding of the concept of belonging in the context of your studies
- \* organise, develop and express ideas using language appropriate to audience, purpose and context

**In Section 3 –**

- \* demonstrate understanding of the concept of belonging in the context of your study
- \* analyse, explain and assess the ways belonging is represented in a variety of texts
- \* organise, develop and express ideas using language appropriate to audience, purpose and context

## **Standard Paper 2**

### **In Section 1 Module A –**

- \* demonstrate understanding of how distinctive voices or the distinctively visual are created in texts
- \* demonstrate understanding of the meanings shaped through distinctive voices or the distinctively visual
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

### **In Section 2 Module B –**

- \* demonstrate understanding of a text's distinctive qualities and how these shape meaning
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

### **In Section 3 Module C –**

- \* demonstrate understanding of the ways texts and meaning are shaped by context
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

## **Advanced Paper 2**

### **In Section 1 Module A –**

- \* demonstrate understanding of the meanings of a pair of texts when considered together
- \* evaluate the relationships between texts and contexts
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

### **In Section 2 Module B –**

- \* demonstrate an informed understanding of the ideas expressed in the text
- \* evaluate the text's language, content and construction
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

### **In Section 3 Module C –**

- \* demonstrate understanding of and evaluate the relationship between representation and meaning
- \* organise, develop and express ideas using language appropriate to audience, purpose and form

## **Marking Guidelines - HSC English Advanced and Standard Trial HSC Examination**

These guidelines are not available to students until after the examination.

However, students must look carefully at the section rubrics on the examination paper as well as the section above, "You will be assessed on how well you: ..."

## ***Plagiarism***

Plagiarism is using words or ideas of others and presenting them as your own. It is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. "I didn't know" is not a defence.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by ensuring that you recognize where words or ideas have come from. You can do this by showing where the words or ideas have come from by giving a reference in your composition and where necessary citing them in the bibliography.

For further details refer to the school assessment policy. You can discuss specific requirements with your class teacher and/or the head teacher.

## ***How to study English***

Your class teacher will be able to give you more advice about this; make sure you talk to them about it. This is not an exhaustive list.

1. ***Setting up your own*** expectations; ensuring you participate in class; getting organized and managing your time effectively; reading; practising; reviewing and reflecting on learning.
2. ***Make sure you can do what the English Syllabus requires.***  
Read the sections which introduce the AOS and the modules. They are in an earlier section of this booklet.  
Do you know and understand your texts? Do you understand, for example, the different ways the concept of 'belonging' is represented in your texts? Do you understand what techniques are used to represent ideas, people, events, and experiences in your texts? How do different texts help you to see ideas/issues/characters in a detailed or different view? Do you understand how composers shape meaning?
3. ***Read widely!*** Look for material which supports and complements what you are studying especially in the area of critical response to texts you are studying. Use the Library to do this as well as what your teacher may provide.
4. ***Identify the main ideas in each section you are studying.***  
Can you readily identify and explain what these are? Read the rubrics for each module and section.
5. ***Do you have notes*** on the AOS & each Module that you have made that are organized and easily found and referred to when you want to study them?
6. ***Can you refer to the text or use a quotation*** from it when you are trying to support a point you are making? This means being very familiar with the text and actually learning quotes off by heart.
7. ***Practise developing your examination time management & practise writing skills.***  
Do you know how much time to spend on different sections? Do you practise question deconstruction? Do you plan your response and build in checking time? If there is 40 minutes available to write a response do you allocate between 5 & 7 minutes to plan & check? You will be supplied with many past questions as well as ETA practice questions.
8. ***Ask for help.***

### *Some useful Links*

1. Office of the Board of Studies [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
2. NSW Dept of Education & Training [www.schools.nsw.edu.au/go to school/highschool/studyingtips.php](http://www.schools.nsw.edu.au/go-to-school/highschool/studyingtips.php).
3. HSC online Charles Sturt University [www.hsc.csu.edu.au](http://www.hsc.csu.edu.au)
4. English Teachers Association of NSW [www.englishteacher.com.au](http://www.englishteacher.com.au)
5. Find others

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### **Preparing for the HSC – a try list! Echoes from above**

1. Know the texts. What do I know and understand about them?
2. Know the requirements for the two examination papers.  
What does each require in the way of prescribed texts and other related texts?
3. a. Have I learnt three – four major examples from the texts which deal with substantial issues?  
b. Do I know useful quotes that can be used as evidence?  
c. Do these text examples also provide me with rich examples of the language techniques used by the particular composer (novelist, film director, poet, playwright) to shape meaning?  
d. Do I have a checklist of language features or terms which I can call upon as a basis for any response – text form and structure?
4. Do I practise writing / constructing extended responses? Can I compose an essay, feature article, interview transcript, speech, letter, narrative etc?
5. How do I study for exams? Do I do anything? What do I do and how do I do it?
6. Write down everything I think I know about a unit and the texts used in it.  
Try point form.  
What does this show me?  
Does it highlight that I have sufficient text knowledge and understanding?  
Does it highlight inadequate text knowledge and understanding?  
Does it show that I have the detail as shown in 3. above to respond appropriately?
7. What specific management techniques do I use to cope with exam time frames?
8. Are there other issues which I need to think about and to ‘get out there’ so that I can do something about them?