



## Year 12 HSC English Advanced

### Task 4: Module A Critical Response

**Due Date:** Thursday 4th July (during your timetabled English lesson)

**Task Distributed:** Thursday 20th June 2024

**Unit:** Module A: Textual Conversations

**Task Type:** In-Class Task Extended Response

**Task Weighting:** 20%

**Outcomes:** EA12-3 EA12-5, EA12-7, EA12-8

#### Task Description

##### Extended Response: In class examination

In class on **Thursday 4th July** (during your timetabled lesson on this day), you will write an analytical extended response to ONE of the following questions:

##### **OPTION 1**

*'If you want to be original, be ready to be copied'.*

*With reference to the above statement and your prescribed texts, to what extent do modern creators recycle the forms, features and structures of their predecessors?*

OR

##### **OPTION 2**

*By reframing old ideas through a new light, modern literature can provide more authentic and relevant accounts of human society.'*

*To what extent does this statement relate to your study of Textual Conversations? In your response, refer to the quotation and your pair of prescribed texts.*

In your extended response, you must make detailed reference to your prescribed texts, *The Tempest* by William Shakespeare and *Hag-Seed* by Margaret Atwood.

You will have **40 minutes** writing time. You will need to write a full response (**800-1000 words**) to **ONE** of the above questions; you will be told which of the following questions on the day of the assessment task.

In preparation for this assessment task, you may bring in the attached scaffold with quotes and techniques (**ONLY**) from your prescribed text. Your scaffold:

- is to be TYPED (11pt, Arial, single spaced)
- must be uploaded to **Google Classroom** by **8.40am on Thursday 4th of July**. If your scaffold has not been approved/checked, you cannot bring this support into the task.
- must still fit into ONE SINGLE SIDED A4 PAGE with the original margins;
- may use bullet points and/or highlighting.

# NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- ANALYSE – Identify components and the relationship between them; draw out and relate implications
- EVALUATE - Make a judgement based on criteria; determine the value of

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

This task will be completed in exam conditions during the designated period on **Thursday 4th July**.

Students must bring the required equipment, which is a blue or black pen. The specific assessment question and writing booklets will be provided. Only your pre-approved plan will be able to be brought into the examination room.

**DRAFTS- Students will NOT be permitted to submit a draft of this assessment. However, students may seek feedback from their teacher on their selection of evidence in their scaffold.**

To help prepare for this task, use the following checklist:

- I have revised the Module A Rubric and understand the key concerns of the Module.
- I have studied all the class notes, Google Classroom activities and other resources for this Module
- I have examined the readings provided to me and written my own summary notes for these and used these to inform my understanding of my prescribed texts
- I have revised both the structure of an extended response and relevant PETAR paragraphing
- I have considered and implemented the feedback from my teacher through my formative homework tasks in the development of my paragraphs for the body of my extended response.
- I have constructed a plan for BOTH proposed questions and written several thesis statements

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students in TWO school weeks from the date of the task.
- At this time feedback including information on how to improve will be provided through teacher annotations, general markers comments and marking guidelines. Students should consult all carefully to inform their future improvement.
- Students can clarify or seek further feedback by speaking with their teacher or the specific marker of the respective section of the exam.
- Upon return of the task, students will also be expected to complete a self-reflection. This will be done in class with the classroom teacher and will involve goal setting for future HSC assessments.

## How does this link to my learning?

The completion of this assessment will prepare students for Section 2 of Paper 2: Modules of both their Trial HSC Exam and final HSC. Students need to develop skills in planning their response in relation to the specific elements of their module, and reproducing this in exam conditions.

## Assessment Procedures

All students should be fully aware of the school and NESA assessment procedures. Students who are absent from the examination, or have a legitimate reason for missing the task, must notify the school before the exam commences. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 12 Assessment Guide. Students should access this guide for more information

**Task 4: Module A Critical Response**

***MARKING GUIDELINES (SAMPLE)***

CRITERIA	MARKS
<ul style="list-style-type: none"> <li>● Evaluates skilfully the extent to which modern creators recycle the forms, features and structures of their predecessors <b>OR</b> the extent to which the provided statement relates to their study of Textual Conversations</li> <li>● Demonstrates a well-informed understanding of context, language, form and ideas using well-selected and detailed references to the extract and prescribed texts</li> <li>● Composes an insightful response using language appropriate to audience, purpose and form</li> </ul>	17-20
<ul style="list-style-type: none"> <li>● Evaluates effectively the extent to which modern creators recycle the forms, features and structures of their predecessors <b>OR</b> the extent to which the provided statement relates to their study of Textual Conversations</li> <li>● Demonstrates an informed understanding of context, language, form and ideas using detailed references to the extract and prescribed texts</li> <li>● Composes an effective response using language appropriate to audience, purpose and form</li> </ul>	13-16
<ul style="list-style-type: none"> <li>● Evaluates the extent to which the modern creators recycle the forms, features and structures of their predecessors <b>OR</b> the extent to which the provided statement relates to their study of Textual Conversations</li> <li>● Demonstrates a sound understanding of context, language, form and ideas using references to the extract and prescribed texts</li> <li>● Composes a sound response using language appropriate to audience, purpose and form</li> </ul>	9-12
<ul style="list-style-type: none"> <li>● Describes some aspects of the prescribed texts and/or the Module</li> <li>● Demonstrates some understanding of context, language, form and ideas using limited textual references</li> <li>● Composes a limited response to the question</li> </ul>	5-8
<ul style="list-style-type: none"> <li>● Recalls aspects of the prescribed texts</li> <li>● Attempts to compose a response to the question</li> </ul>	1-4

**Year 12 HSC English Advanced**  
**Task 4: *Module A Extended Response PLANNER***

*The Tempest:* Evidence or supporting examples to be included:

**Textual  
Evidence**

*Hag-Seed:* Evidence or supporting examples to be included:

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## Task 4: Module A Extended Response PLANNER EXEMPLAR

The Crucible: Evidence or supporting examples to be included:

- *Let either of you breathe a word, or the edge of a word, about the other things, and I will come to you in the black of some terrible night and I will bring a pointy reckoning that will shudder you...* COLOUR SYMBOLISM
- *"I have a sense for heat, John, and yours has drawn me to my window, and I have seen you looking up, burning in your loneliness... You are no wintry man."* JUXTAPOSITION
- *"There are wheels within wheels, and fires within fires!"* CONCEIT
- *"I mean it solemnly, Rebecca, I like not the smell of this authority,"* SYNESTHESIA
- *"...the Devil is out and preying on her like a beast upon the flesh of the pure lamb."* BIBLICAL ALLUSION

Textual  
Evidence