



# Year 12 HSC English Advanced

## Task 2: Half Yearly Exam

**Due Date: Tuesday 1st April 2025 (Week 9)**

(Check the final examination timetable to confirm time of the exam)

**Task Distributed:** Monday 17th March 2025

**Unit:** Common Module, Module B, Module C

**Task Type:** Examination

**Task Weighting:** 25%

### Outcomes:

**EA12-1:** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA12-3:** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA12-5:** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA12-6:** investigates and evaluates the relationships between texts

**EA12-8:** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

## Task Description

During the Half Yearly Examination period, students are to complete their Half Yearly English (Advanced) Exam. Students will have 2 hours + 10 minutes reading time. The outline of the exam is as follows:

### Section 1: Common Module – Texts and Human Experiences

#### *Short Answer of Unseen Texts*

This section will include a variety of unseen stimuli (eg. cartoons, images, poems, short stories, articles) and a series of questions prompting students to analyse each stimulus. Some questions will be common amongst the Studies, Standard and Advanced papers. Students should read the questions carefully, as they require textual analysis while using examples from the text and relating back to their understanding of the module: *Texts and Human Experiences*.

### Section 2: Module B – Critical Study of Literature

#### *Extended Response*

This section will require students to develop an extended, personal response that responds to the given question. In developing this response, students will need to consider the authorial purpose, ideas and stylistic features of their prescribed text *Good Night and Good Luck* by George Clooney.

### Section 3: Module C – Craft of Writing

There will be one question which may contain up to two parts. The question will require an imaginative response and may require a reflection. The question may contain stimulus or a quote and may ask you to draw inspiration from your prescribed text. The prescribed text from Module C is *Father and Child* by Gwen Harwood.

## 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
- **ASSESS** – Make a judgement of value, quality, outcomes, results or size
- **EVALUATE** – Make a judgement based on criteria; determine the value of
- **EXPLAIN** - Relate cause and effect; make the relationships between things evident; provide why and/or how

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 Half Yearly Exam Period. Students should consult their examination timetable to confirm the official date and time of the exam. Students must bring the required equipment for the examination, which is a blue or black pen. Writing booklets will be provided. Students are NOT permitted to bring notes into the exam.

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

- I have revised the techniques that are used within a range of texts, including visual and written texts.
- I have revised the techniques within my prescribed texts, including language, dramatic and film techniques, and am able to discuss their effect on meaning.
- I have revised the Module B, C and Common Module rubric and understand the key concerns of both modules.
- I have experimented with various stylistic devices as practice for Module C.
- I have revised both the structure of an extended response and relevant PETAR paragraphing.

## Teacher Feedback and Student Self-Reflection

- The task will be typically returned to students at the beginning of Term 2.
- 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 Section 1 of this exam will prepare students for the demands of the HSC in responding to unseen texts and short answer questions under timed conditions.
- Completion of Section 2 provides an opportunity for students to display their knowledge of Module B: Critical Study of Literature.
- Completion of Section 3 allows students to demonstrate their skills in creating and reflecting based on a given stimulus, while also linking to their study of Module C: Craft of Writing

The Half Yearly Exam also relates to the following Reporting Outcomes:

**Section 1: Understands and analyses the forms and features of language, and the structures of different texts, to explain and assess the ways human experiences are represented in texts.**

**Section 2: Develops a sustained and synthesised response that analyses the relationship between texts and contexts, whilst demonstrating an understanding of how composers use stylistic features for an intended purpose.**

**Section 3: Crafts an engaging piece of writing using language to shape meaning, and justifies the language features used that reflect their broader study.**

## 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.

