



## Year 12 HSC English Standard

### Task 2: Half Yearly Exam

**Due Date: Tuesday 1st April 2025**

(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:

**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning

## Task Description

During the Half Yearly Examination period, students are to complete their Half Yearly English (Standard) 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 – Close Study of Literature

#### *Extended Response*

This section will require students to develop an extended response that responds to the given question. This question may or may not include a stimulus. In developing this response, students will need to make detailed reference to the distinctive stylistic features of their prescribed text, *Feed* by M.T Anderson.

### 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 texts. The prescribed texts from Module C are 'The Pedestrian' by Ray Bradbury and 'The Surfer' by Judith Wright.

## 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 NESAs 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 techniques, and am able to discuss their effect on meaning.
- I have revised the Common Module and Module B 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: Close Study of Text and their prescribed text *Feed*.
- 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, critical response that demonstrates knowledge and understanding of the distinctive features of a substantial text, and how the relationship between these features shape meaning.**

**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 NESAs 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.