

# HSC English Standard Course Information:

## Module A – Language, Identity and Culture



### Overall approach to Module A

- Answer one question only for Paper 2, Section I
- Allow 40 minutes for this section
- This section is worth 20 marks
- Show your knowledge of the prescribed text and textual material and how they connect to language, identity and culture
- Make sure you answer the question so you can lift your grade
- Practice writing sample analytical responses, using sample HSC-style questions
- Keep looking at the syllabus requirements and the rubric in the examination

### Syllabus Requirements

In this module students develop knowledge and understanding of how **language has the power** to both **reflect** and **shape individual and collective identity**.

Through responding and composing, students consider:

- how their responses to written, spoken, audio and visual texts can shape their **self-perception**
- impact texts have on shaping a sense of **identity for individuals and/or communities**
- how language can be used to **affirm, ignore, reveal, challenge or disrupt** prevailing **assumptions and beliefs** about themselves, individuals and cultural groups.



They will study one prescribed text in detail as well as a range of textual material and explore, analyse and assess the ways in which meaning about **individual** and **community identity**, as well as **cultural perspectives**, is shaped in and through texts.

To do this, they will investigate how **textual forms and conventions** and **language structures and features** are used to **communicate information, ideas, values and attitudes** which **inform and influence perceptions of ourselves and other people** and **various cultural perspectives**.

Through reading, viewing and listening, students:

- **analyse, assess and critique the specific language features and form of texts.**

Students will:

- develop increasingly **complex arguments**
- express their ideas **clearly and cohesively** using appropriate register, structure and modality
- **experiment with language and form** to compose imaginative texts that explore representations of identity and culture, including their own
- **draft, appraise and refine their own texts**, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

See the link below for more information about the NSW HSC Standard English Syllabus

<https://syllabus.nesa.nsw.edu.au/english-standard-stage6/>

## Exam Specifications

### The marking criteria

Below is the exact wording of the marking criteria in the exam. This is what the examiner will assess your response on.



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Your answer will be assessed on how well you:

- demonstrate understanding of how ideas about language, identity and culture are expressed through texts
  - demonstrate understanding of how language is used to shape meaning about individuals and/or cultural groups
  - organise, develop and express your ideas using language appropriate to audience, purpose and form.
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## Sample HSC-style Questions

- There will be one question which will require a sustained response.
- These questions are examples of the types of questions that may be asked in Section I.

### Example A (20 marks)

Analyse how language is used in your prescribed text to express community identity.

Example A is a generic question for all prescribed texts.

### Example B (20 marks)

Explain how a text's form contributes to the way that it captures unique cultural perspectives. In your response, make close reference to your prescribed text.

Example B is specific to the form of the prescribed text.

### Example C (20 marks)

Explain how sound and music contribute to the representation of identity and culture in *One Night the Moon*.

Example C is specific to the prescribed text.

## Prescribed texts

The prescribed texts for Section I are:

- |                      |   |   |
|----------------------|---|---|
| <b>Prose Fiction</b> | - | Henry Lawson, <i>The Penguin Henry Lawson Short Stories</i> |
|                      |   | * <i>The Drover's Wife</i>                                  |
|                      |   | * <i>The Union Buries Its Dead</i>                          |
|                      |   | * <i>Shooting the Moon</i>                                  |
|                      |   | * <i>Our Pipes</i>  |
|                      |   | * <i>The Loaded Dog</i>                                     |
|                      | - | Andrea Levy, <i>Small Island</i>                            |

- |               |   |   |
|---------------|---|---|
| <b>Poetry</b> | - | Adam Aitken, Boey Kim Cheng and Michelle Cahill (eds), <i>Contemporary Asian Australian Poets</i> |
|---------------|---|---|

The prescribed poems are:

- \* Merlinda Bobis, *This is where it begins*
- \* Miriam Wei Wei Lo, *Home*
- \* Ouyang Yu, *New Accents*
- \* Vuong Pham, *Mother*
- \* Jaya Savige, *Circular Breathing*
- \* Maureen Ten (Ten Ch'in Ü), *Translucent Jade*

- Ali Cobby Eckermann, *Inside my Mother*

The prescribed poems are:

- \* *Trance*
- \* *Unearth*
- \* *Oombulgarri*
- \* *Eyes*
- \* *Leaves*
- \* *Key*

#### Drama

- Ray Lawler, *Summer of the Seventeenth Doll*
- Bernard Shaw, *Pygmalion*
- Alana Valentine, *Shafana and Aunt Sarrinah*

#### Nonfiction

- Alice Pung, *Unpolished Gem*

#### Film

- Rachel Perkins, *One Night the Moon*
- Rob Sitch, *The Castle*

#### Media

- Merewether, *Reindeer in my Saami Heart*

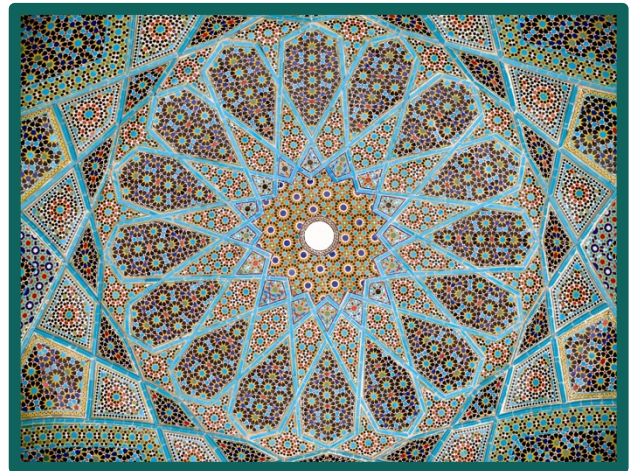
#### Reference

[https://syllabus.nesa.nsw.edu.au/assets/english\\_standard/files/sample-questions-new-hsc-english-std-paper-2-exam-2019.pdf](https://syllabus.nesa.nsw.edu.au/assets/english_standard/files/sample-questions-new-hsc-english-std-paper-2-exam-2019.pdf)

### Writing an exemplary response

Below is an outline of what makes an effective response in the HSC Examination:

- deep understanding of language, identity and culture are shown by drawing on detailed textual knowledge
- a personal perspective is demonstrated
- the purpose of the text/s is demonstrated through a conceptual understanding of language, identity and culture
- ideas are developed by referring to the whole text
- appropriate textual evidence and explanation about why this textual evidence is valid is clearly demonstrated
- for Module A, the range of textual materials are relevant and clearly link to the prescribed text and key ideas about language, identity and culture
- meta-language is used that is appropriate to the text type.





## Feedback from the Marking Centre

- For each Module, it is a good idea to read the feedback from the HSC Marking Centre for previous examinations (when they become available).
- Pay careful attention to the characteristics of best responses.
- Consider what is deemed valuable by the Marking Centre.
- Apply what it tells you about the qualities of good scripts to your analytical responses.
- Use the key comments to make any further changes or refinements to your response.

## Textual features

- Textual features describe the textual forms and conventions and language structures and features in texts.
- You are required to write about the textual features in your prescribed texts and a range of textual material.
- When you write about the textual features, focus on how they represent identity and culture
- There are a number of textual features you could explore to develop an understanding of the significance and impact of language, identity and culture.



Textual features include:

- **Textual form and conventions:**
  - **Structure:** How the text is put together. The most basic structure is a beginning, middle and end, but many narratives experiment with structure, for example a non-linear narrative.
  - **Genre:** The genre refers to the type of text and the form of text. For example, 'romance' and 'horror' indicate the type of text, whereas drama, poetry, prose indicate the form of text.
  - **Context:** Context means surrounding circumstances or elements. Several contexts might contribute to a text. These might include elements of society and its culture and values.
- **Language structures and features:** The structure coheres by its interrelationship with the details of the text. These are the textual elements represented through:
  - **Content**
    - **Plot:** The storyline or what happens in the text.
    - **Characterisation:** Refers to how characters or personas are constructed in the text.
    - **Narration:** Refers to the use of first (I, me, us, we), second (you, your) or third person (he, she, they) narration.

- **Point of view:** Indicates whose point of view the narrative is told from. For example, is the story told from one character's point of view, or many? The type of narration will indicate this.
- **Setting:** Refers to all aspects of the text that indicate a sense of time – date and time of day, and place – the physical location.
- **Voice:** The writer clearly shows through their choice of language who the persona/character is — through what they do, their reactions, personal thoughts and reflections, type of dialogue and language.
- **Language:** The meaning is conveyed through language features such as figurative language, dialogue, juxtaposition, formal/colloquial language, etc.

