HSC Standard English: Module C

Overall approach to Module C

• 40 minutes for each section
• Show your knowledge of the prescribed text and related text and how they connect to interactions/transition
• Make sure you answer the question so you can lift your grade
• Practice writing sample analytical responses, using past HSC style questions
• Keep looking at the syllabus requirements and the marking criteria in the examination

Syllabus requirements

Breaking down the syllabus

**Module C: Texts and Society**

In Paper 2, Section III of the HSC exam, you will be asked to write an analytical response to one question about the elective that relates to your prescribed text. In your answer to the question, you are required to write about how the composers represent the elective by referring to your prescribed text and related texts of your own choosing. In your answer, you need to analyse how meaning is created through the text’s form, context and through the textual features of each text.

Below are key ideas that will guide you in how to approach Module C. You are required to:

• explore and analyse texts used in a specific situation
• understand the ways texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society
• explore electives that focus on a specific social context and the texts that are characteristic of and valued within it
• explore the role of textual features in the shaping of meaning in specific contexts
• develop the communication skills necessary for a wide variety of personal, social, historical, cultural and workplace contexts
• create compositions focused on analysing and experimenting with textual forms characteristic of the specific contexts. These compositions may be realised in a variety of forms and media
• compose analytical texts that experiment with textual forms characteristic of the specific contexts in a variety of forms and media.

Based on the rubric for Module A in *English Stage 6 Syllabus*, p 31  

Understanding the electives

Below are key ideas that will guide you on how to approach each elective. You are required to:

**Elective 1: Exploring Interactions**

• explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts
• understand contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world

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• consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours
• develop an understanding of how the social context of individuals’ interactions can affect perceptions of ourselves and others, relationships and society.

Elective 2: Exploring Transitions
• explore and analyse a variety of texts that portray the ways in which individuals experience transitions into new phases of life and social contexts
• understand transitions may be challenging, confronting, exciting or transformative and may result in growth, change and a range of consequences for the individual and others
• consider how transitions can result in new knowledge and ideas, shifts in attitudes and beliefs, and a deeper understanding of the self and others
• develop an understanding of the experience of venturing into new worlds.

HSC Prescriptions 2015–20, English Stage 6 pp 14-15


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.

Your answer will be assessed on how well you:
■ demonstrate understanding of the ways texts and meaning are shaped by context
■ organise, develop and express ideas using language appropriate to audience, purpose, context and form

Task 1: Breaking down the syllabus requirements

1. Using your knowledge of the syllabus, including the electives, and marking criteria, write at least one statement that reflects the ideas the syllabus suggests you are required to address in the Module. Examples have been given below. These may form the basis for your thesis for the module.

Modelled response

FOR MODULE C

Statements reflecting ideas the syllabus suggests:

a) The context of society tells us a great deal about the impact of interactions/transitions on individuals and society.

b) Acts of communication/transitions can significantly transform attitudes, beliefs, ideas and ways of behaving.

c) Even though interactions with others or transitions into new worlds can be challenging and confronting, they provide the individual with opportunities to transform attitudes and beliefs, leading to a deeper understanding of the self and others.
Writing an exemplary response

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

- deep understanding of an idea or related ideas is 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 the text/s.
- 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 C, a detailed understanding of the elective is shown
- for Module C, the related text is relevant and clearly linked to the prescribed text
- 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. 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.

Task 2: Exploring feedback from the Marking Centre

1. Read the feedback for each module from the past 2 previous examinations. Examples of feedback from the 2015 HSC paper for some prescribed text are below.
2. As you read, highlight the key ideas.
3. What are the areas that you could improve on when writing analytical responses for Module C?

Feedback from Board of Studies:

Exploring interactions HSC question:

Interactions with others challenge attitudes and beliefs.

To what extent do the texts you have studied in this elective support this view? In your response, refer to your prescribed text and ONE other related text of your own choosing.

Ken Watson (ed.), The Round Earth’s Imagined Corners: Candidates based responses on the struggle to interact, although the ‘beliefs and attitudes’ part of the question was to an extent limited by the selection of poems. Society’s beliefs about interactions people have with animals was seen as challenged. Some responses addressed the idea of the struggles experienced by personas to interact with aspects of society as represented in the context of the poems.
Exploring Transitions HSC question:

The process of transition challenges attitudes and beliefs.

To what extent do the texts you have studied in this elective support this view? In your response, refer to your prescribed text and ONE other related text of your own choosing.

J C Burke, *The Story of Tom Brennan*: *The Story of Tom Brennan* attracted a range of approaches to the question. Most candidates focused on Tom’s transition through a detailed exploration of characterisation and his changing relationship with significant individuals in his life. Some candidates offered a different approach by focusing on the challenging transitions experienced by other characters such as Joe and Tess. There were a variety of interpretations of the attitudes and beliefs that were challenged, including family values, the impact of drink driving, conflict and crisis and the societal response, and fear and acceptance of consequences. These perspectives on attitudes and beliefs were often linked to the didactic experience of the responder.

Steven Herrick, *The Simple Gift*: Candidates explored the transitions of various characters from isolation to acceptance via their mutual support. They discussed key moments that reflected the shift from one way of thinking or behaving to another.

Alice Pung, *Unpolished Gem*: Candidates largely based their response on an exploration of the transitions of Alice and her family and their migrant experience. Candidates explored the challenging of beliefs and attitudes through an examination of change and how the perspectives of characters alter over time. Notions of identity, isolation and acceptance were explored as a means to demonstrate the impact of transitions on individuals and their society.

Stephen Daldry, *Billy Elliot*: Candidates based their exploration on how the beliefs and attitudes of the mining community challenged Billy’s ability to overcome class and gender expectations. Many focused specifically on Billy’s relationship with his father and how his father’s acceptance of his ballet dancing led to positive changes in their relationship, often through Jackie Elliot challenging his values and becoming both accepting and supportive. Billy’s courage and determination were noted by candidates as the catalyst for his transition and the driving motivation for the challenging of attitudes and beliefs of the responder regarding stereotypes and societal opportunities.

Candidates showed strengths in these areas:

- demonstrating engagement with the module and the elective
- demonstrating engagement with the question
- providing analysis rather than a generalised description
- effective use of a related text
- providing variety in the choice of related texts.

Candidates need to improve in these areas:

- drawing specific conclusions from the examples chosen rather than using textual detail without purpose
- articulating the link between the characters’ challenges or transitions and the lessons for the wider society
- moving beyond recount
- focusing on key scenes within the text to underline the argument presented.


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Related texts

You will be expected to analyse and write about your related text in as much detail as your prescribed text. It is a good idea to prepare to write about at least one related text. The more related texts you know about will ensure you are able to choose the best related texts to suit the question in the HSC examination.

You are also expected to explore a variety of texts. If your prescribed text is a novel, for example, try to refer to other text types like, poetry or a film.

It is important that you choose related texts that relate to the key concepts and ideas you have identified in your prescribed text and the elective requirements. This will help you to create a strong thesis and consistently develop your ideas in your analytical response.

Sample related text: Luke Lesson’s ‘Antidote’

Luka Lesson is an Australian slam performance poet of Greek heritage. He is passionate about helping young people to utilise the form of the spoken (and written) word as a means of self-empowerment and self-determination.

We will look at one of his poems called ‘Antidote’, released in 2016, as a related text.

As you watch the following YouTube clip of Luka Lesson’s ‘Antidote’ think about the following:

- social context being explored
- ways in which individuals interact with others/transition into new phases of life
- techniques used to explore the effects of interactions/transitions.

https://www.youtube.com/watch?v=nzQ1kh5Oj18

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Feel free to write some notes below:

- social context/s being explored

- ways in which individuals interact with others/transition into new phases of life

- techniques used to explore the effects of interactions/transitions

You may have come up with ideas such as:

**Social contexts**
- everyday interactions with friends, family, colleagues, acquaintances
- friendships
- Ancient Greece

**Interactions**
- between Luka and his friend
- Luka and the 'red neck from Musgrove'

**Transitions**
- childhood to adulthood
- life and death
- Ancient cultural practices to modern times

**Textual features**
- extended metaphor of snakes and 'antidote'
- black and white
- speaking pace/tone
- editing pace

**Connecting related texts to the elective**

It's really important that you identify key ways your related text relates to the syllabus requirements for your elective.
Below is an example of some statements that you could use that illustrate how ‘Antidote’ relates to each elective. Take note of how these statements could be used as topic sentences for your analytical response.

**Modelled response**

**For Exploring Interactions**
- The words we speak are extremely powerful as they influence the way we interact with others and our ability to move through different stages of life.

**For Exploring Transitions**
- Ironically, it is the seemingly ‘poisonous’ aspects of life, such as conflicts with people, that provide the greatest opportunity for personal growth and healing that allow us to transition into new phases of life.

**Task 3: Interactions and transitions in ‘Antidote’**

1. Write down 2-3 statements that reflect your understanding of the ways interactions and/or transitions affect the individual and society in Lesson’s ‘Antidote’.

**Textual features in ‘Antidote’**

‘Antidote’ uses a number of visual and written textual features to convey key ideas and concepts. Lesson uses the snake as a recurring motif through language and visual imagery. For example snakes are shown being held by Lesson and crawling over the typewriter.

Look at the following image from the YouTube clip of ‘Antidote’. The image has been annotated with notes about how textual features illustrate the impact of interactions/transitions on the individual and society. Add your own ideas.
Below is a detailed analysis of textual features in 'Antidote'. You may like to use these as a guide for how to break down the textual features in related texts.

<table>
<thead>
<tr>
<th>Quote from 'Antidote'</th>
<th>Textual features</th>
<th>Impact of interactions/transitions</th>
</tr>
</thead>
</table>
| In Ancient Greece healers kept snakes underneath the bed of the sick as they believed snakes represent “change, renewal and healing” | • analogy, • irony | • Lesson uses the analogy of medical practices in Ancient Greece as a way of showing the unexpected nature of medical practices—the way the healers interacted with their patients is surprising because we consider snakes dangerous in today's society  
  - Irony of poison as a healing agent—pharmacy in Greek means poison, which leads to the antidote (what reverses sickness)                                                                                                                                                                                                                                                                                                                                                         |
| “Our words can be the antidote”                                                     | • metaphor       | • Lesson suggest that the words we use are powerful tools to bring about change for our own lives and for that of others—our words create healing for ourselves and others and therefore allow us to move throughout the various stages of life with greater ease                                                                                                                                                                                                                                                                                                                                                   |
| “This poem is for the snakes—every time they bite, they leave a drop of the antidote inside me” | • Analogy, • metaphor | • The analogy challenges our belief about snakes and their ‘poison’                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| “This life is a snake, eating its own tail in a cycle, constantly shedding its skin, dying, re-inventing, killing and giving life” | • irony           | • Ironically the snake's poison provides the 'antidote'—challenges in life help us to grow and move into different phases of life through dealing with conflicts honestly and with responsibility                                                                                                                                                                                                                                                                                                                                                     |
| “you can lead a horse to water, but they are very hard to drown”                     | • proverbs        | • Lessons plays with the meaning of classic proverbs by reinterpreting them  
  - Lesson uses a series of proverbs to illustrate that conflicts in life can be the source of healing, e.g. “you should keep your friends close and enemies as far away as possible unless you want their poison to teach you how to cure yourself”                                                                                                                                                                                                                                                                   |
Task 4: Textual features in ‘Antidote’

1. Look at the following quotes from ‘Antidote’ that illustrates ways of interacting/transitioning. For each quote, identify the textual features and explain the impact of interactions/transitions. Use the example above as a guide.

<table>
<thead>
<tr>
<th>Quote from 'Antidote'</th>
<th>Textual features</th>
<th>Impact of interactions/transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“‘Jack’ is a blind date with a parasite who couldn’t finish his own meal … the poison will kill her enough to keep her alive”</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>“I am surviving, I will survive”</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>“live by the sword, die by the sword. It also means live by the word, doe by the word”</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>‘Your tongue is the excalibur stuck in the rock of your mouth”</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>“… he’ll build a billion dollar industry that will cause thousands of aquatic species to become extinct”</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

Connecting related texts to prescribed texts

In order to write a comprehensive response, it is a good idea to connect your related texts to your prescribed text.

There are a number of ways that you can connect your related text to your prescribed text.

Identify the essence of connection between texts

Firstly identify the essence of what is being explored through interactions/transition in your related and prescribed text.
Modelled response
For example in ‘Antidote’ and *The Simple Gift/The Story of Tom Brennan*:

Personal challenges are at the heart of ways of interacting/transitions into new worlds and provide the opportunities for growth and shifts in attitudes and beliefs

**Compare and contrast key ideas and concepts**

Secondly identify the key ideas and concepts related to elective in the prescribed text and related text/s. You can do this by creating a table that compares the concepts and ideas, key quotes and textual features in each text.

**Modelled response**

<table>
<thead>
<tr>
<th>Connections between texts</th>
<th>Prescribed text: <em>Billy Elliot</em></th>
<th>Prescribed text: <em>...Tom Brennan</em></th>
<th>Related text: ‘Antidote’ by Luka Lesson</th>
</tr>
</thead>
</table>
| **Key concepts and ideas related to interactions/ transitions** | - bildungsroman ("coming of age") film  
- The film represents the possibilities available to people when they pursue their dreams despite setbacks imposed on them by their environment  
- J.C. Burke explores various ways the Brennan family cope with tragedy in order to move beyond guilt, pain and suffering.  
- One of the ways the Brennan family learn to heal is through forgiveness, illustrating the strength of understanding each other in overcoming insurmountable obstacles |  
- Lesson is suggesting that we are all capable of dealing with our personal conflicts that appear to be ‘bigger than ourselves’ by engaging with our own internal world—this is how we grow as individuals and move into new stages of life by healing from the conflicts in the present |
| **Key quotes** | - Billy: [to Mrs Wilkinson] ‘You’re the same as everyone else, all you want to do is tell me what to do...’  
- Billy: ‘I don’t want a childhood. I want to be a ballet dancer.’  
- ‘... past the ugly words that told us we were no longer wanted”  
- Claire about Daniel - if “he doesn’t get his own way he kind of snaps” |  
- “I spoke some much about myself the cancer almost disappeared”  
- Snakes: “eating something bigger than themselves” |
| **Textual features** | - Hero’s journey structure  
- The director uses the symbolism of dance to illustrate the way Billy expresses himself  
- Windows are symbolically used throughout the film to indicate the distance between family members |  
- Through the use of flashbacks, Burke positions the responder to view the events in the past of the Brennan family with an objective lens.  
- Burke consistently uses symbolism to explore the challenges the various characters face transitioning out of grief and guilt. |  
- The reference to snakes “eating something bigger than themselves” is a metaphor for the value of overcoming personal conflicts.  
- The ‘poison’ is a metaphor for conflicts and challenges we experience in life—they led to opportunities to transform beliefs, ideas, attitudes and our own identity |
Task 5: Connecting related texts and prescribed texts

1. Write down one sentence that outlines the essence of what is being explored through interactions/transitions in your related text and prescribed text.
2. Create a table like the one above.
3. Fill in the following table by comparing key concepts and ideas related to elective, quotes and textual features in your prescribed text and related text/s.
4. In your own words, write 2-3 sentences explaining how Luka Lesson’s ‘Antidote’ conveys the impacts of interactions and transitions on the individual and society.
5. In your own words, write 1-2 sentences about how interactions/transitions explored in ‘Antidote’ relates to your prescribed text.

Interactions/Transitions in prescribed texts

Below is an outline of the significance and impact of interactions/transitions in some prescribed texts.

<table>
<thead>
<tr>
<th>Prescribed texts</th>
<th>Interactions/Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring Interactions</strong></td>
<td></td>
</tr>
</tbody>
</table>
| *At the Round Earth’s Imagined Corners* | • Explores a variety of social and cultural contexts and how the interactions that result can affect perceptions of ourselves and others, relationships and society  
  • Various forms of communication illustrate different ways of interacting and their implications  
  • Real life and imaginary interactions show the complexity of human interactions |
| **Exploring Transitions**  |                                                                                                                                                    |
| *The Simple Gift*         | • Explores the longing to find a place called home  
  • Relationships as central to developing joy and belonging  
  • Perspectives change through shared experiences |
| *Billy Elliot*            | • The effects of limiting attitudes towards the abilities of people to transition into not only different stages of life but strata of society  
  • Facing life’s challenges through personal expression and freedom  
  • Challenging conservative values and attitudes with the family and community |
| *The Story of Tom Brennan*| • The complexities of transitioning through fear, pain and guilt  
  • The role of families & friendships in transitioning  
  • Transitioning through forgiveness |
| *Unpolished Gem*          | • The complexity of cultural integration  
  • Represents the successful transition of a migrant family into Australian culture and way of life  
  • The challenges young migrants face being caught in between two cultures – Pung’s Chinese culture and the Anglo culture |
**Task 6: Interactions/transitions in prescribed texts**

1. What is the social context for interactions/transitions in your prescribed text? Explain how these contexts are shown in your prescribed text.
2. Write down 2-3 ways interactions/transitions are explored in your prescribed text.
3. For each statement, write 3-5 dot points outlining how textual features represent your interactions/transitions in your prescribed text.

**Textual features and Interactions/Transitions**

There are a number of textual features you could explore to develop an understanding of the significance and impact of interactions/transitions.

Textual features include:

- **Structure and genre**: How the text is put together. The genre refers to the type of text.
- **Context**: Context means surrounding circumstances or elements. So several contexts might contribute to a text. These might include elements of society and its culture and values.
- **Textual elements**: 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, second or third person narration.
    - **Setting**: Refers to all aspects of the text that indicate a sense of time – date and time of day, and place – the physical location.
- **Language**: The meaning is conveyed through language features such as figurative language, dialogue, etc.

Below are a number of strategies you could use to explore how textual features shape meaning. These strategies can be applied to most textual features.

**Analytical paragraphs**

Looking at modelled responses is a good way to show what could be included in paragraphs suitable for HSC style questions.

Below is a modelled response which could be used as a guide for analysing the following:

- language features
- context
- characters
- settings
- themes
- key ideas and concepts.
Keep in mind that you are aiming for an integrated response. Therefore even though the focus of the paragraph may by one particular textual feature like characters, you will write about other textual features as well.

**Modelled response: Analysing textual features**

As you read the following annotated modelled response, take note of how an explanation of the ways the textual features are integrated with the impact of interactions/transitions.

**Example:** From *The Story of Tom Brennan* by J.C. Burke

![Textual feature: Flashbacks](https://example.com/image)

| Topic sentence indicates the focus—flashbacks are used as a structural device to position the responder to view objectively the transitions the Brennan's have experiences | Through the use of flashbacks, Burke positions the responder to view the events in the past for the Brennan family objectively so as to appreciate the significance of the transitions they have encountered. Burke indicates that she did this so that the 'reader's experience of meeting Daniel was not so straightforward' as when the reader finally meets Daniel, 'he is a broken man'. Through the flashbacks, the responder is taken on a 'journey' of transition, as with many other characters, as he begins to see the 'situations and people as they really are, not as he thought they were', according to Burke. In a Flashback, the responder comes to understand that the 'sudden death' match that St John's has to play in order to have a place at the final for the Wattle Shield therefore takes on a new significance after the accident. As the captain, Luke repeats 'Sudden death. Sudden death, fellas', urging his team mates to play hard against the Booralee high, the responder understand the prophetic nature of his comments as he will soon 'suddenly die' in the car accident. The flashback illustrates Tom's way of thinking about football at the time as he declares, 'If we lost, it was all over'. Playing football was all about 'winning'. However, through the imagery of Tom's Dad giving his final words to the team, Burke sets up the difference between the other players and Daniel. He gives Fin constructive instructions on the tactics of the game, such as being patient and waiting for the opposition to 'make mistakes'. However, Daniel's instructions are to 'keep a level head' and to 'concentrate', thereby indicating that Daniel's propensity to 'push it', in other words go too far, was considered a liability. The flashback therefore prepares the responder for Daniel to 'push it', though not on the rugby field as expected, but at the party celebrating their win. |
| Contextual information about the author shows an insight into the purpose of the text | The significance and impact of transitions is shown through textual evidence—quotes, language techniques and analysis |
| Insight is given into the different stages of transition—before the 'sudden death' game and after | The catalyst for change is set up—death of young people is set up |
Task 7: Analysing textual features

1. Read an analytical paragraph about your prescribed text. You might like to look on the Board of Studies website for sample responses or look at a paragraph you have already written. Alternatively ask your teacher if he/she has past student responses.

The aim is to understand how analytical paragraphs are written, but also to improve your paragraphs by making sure the meaning is clear and aligned with syllabus requirements for the module.

2. One the left side annotate the paragraph by identifying the following:
   - Topic sentence indicating focus and line of argument
   - Contextual information (about the author, aspect of the text etc.)
   - Ways interactions/transitions are shown
   - Textual features

3. On the right side, make suggestions for improvements.
4. Re-write the paragraph with suggestions for improvements.
5. Discuss the annotated paragraph with your partner. Why are your suggestions necessary?

Key scene analysis

To gain a better understanding of how the textual features work together to create meaning, it is a good idea to analyse a few key scenes from the text/s.

Below is an analysis of a key scene from one of the prescribed text, The Simple Gift by Steven Herrick. You can use the analysis of the scene as a guide for writing your own key scene analysis paragraph.

Modelled response

Key scene: Wentworth High School

Analysis of textual features:

- The weather represents the depressing nature of Billy’s experiences at school and emphasises why he deliberately separates himself from this environment—he makes a conscious decision to transition into a new phase of life
- Billy’s insulting message to his teacher and classmates sabotages any chance of him returning to the school environment
- Reference to the Japanese curriculum highlights the ineffective nature of learning and why Billy chooses to not participate in school life
- Billy chooses actions that isolate him from the school environment and society in general through stealing and abusive language
- Visual imagery of classroom/school – Principal driving her Holden out of the school grounds, the teacher leaving homework on the board, Billy’s offensive farewell written in red lipstick on the window
- Personification of wind ‘howling’ and rain ‘blowing potato crisp wrappers’
- Quote of Billy’s message to the class and teacher “may you all get / well and truly stuffed”’ and “Billy Luckett, / rhymes with ...”
Full analysis of how the textual features and examples represent transitions:

Billy’s dissatisfaction with his schooling and home life force him to seek alternative ways of living. He makes a conscious decision to transition into a new phase of life, where he is independent and without the traditional experiences of life such as a family or school. The dreary nature of Billy’s school environment is established in Wentworth High School through personification of the wind ‘howling’ and the rain falling in sheets ‘blowing potato crisp wrappers / across the oval’. Herrick personifies Billy’s farewell to his home through the ‘rainy afternoon / of my goodbyes’. This accentuates the possible sadness Billy felt that he could not accept the environment he was forced to grow up in. This depressing feeling probably reflects how Billy felt about his schooling at Wentworth High School. The potato crisp packets all over the oval illustrate what students might typically dispose of in the playground. These packets are now picked up by the wind, representing the lack of respect students show to their school environment, an attitude that Billy has also adopted. Billy’s message to his teacher and peers reflects his contempt for the school system as a place of learning. The insult is final and shows that Billy will not be returning to his school. He chooses to no longer interact with others in this restrictive environment. He loathes the curriculum, the teacher and his classmates as shown through the reference to learning about the ‘geography of Japan’, something Billy considers irrelevant and dull. This is further contrasted with the next chapter ‘Westfield Creek’—a place Billy loves as he goes there to read books he sometimes purchases but usually has stolen from the library. Billy calls Westfield Creek his ‘favourite classroom’. Here he is in control of his learning and can read what interests him.

However Billy’s attitude to life represents his isolation from mainstream society and shows that this isolation is not good for him. Although he has chosen to separate himself from achieving a conventional education at school, his attitude shows he is lost and extremely unhappy. It is this unhappiness that creates the catalyst for change. He abuses his fellow students and teacher by telling them to get “well and truly stuffed”. He wanted his teacher Mr. Cheetam to ‘chew’ on his declaration: “Billy Luckett, / rhymes with …” The ellipsis replaces an expletive and represents Billy’s dissatisfaction with the dominant form of education and the way people habitually interact in society, indeed are forced to interact due to compulsory education. The name of the teacher Mr. Cheetam is a play on the word ‘cheat’, suggesting that Billy feels that he has been cheated by the form of education he has been given at school. Billy is not content. He stole the ‘K-Mart Red lipstick’, which symbolises his defiance, his opposition to the oppressive school system and his passionate nature. The offensive message on the board was obviously a premeditated act as he stole the lipstick in advance, ‘especially for this occasion’. He calls himself a ‘lucky bastard’, who is able to say his farewells to the restrictive environment of his school.

Task 8: Writing key scene analysis paragraphs

1. Choose a key scene from your prescribed text and/or related text that you would like to analyse.
2. You can make notes about a key scene, taking into account:
   • analysis of how textual features including quotes convey the significance and impact of ways of interacting/transitioning
3. Write a full analysis of the scene and its textual features, and their relation to the module.

Key scene: Analysis of textual features: Paragraph:
Writing an analytical response

Below are some strategies you could use to write analytical responses.

Breaking down the question

When you break down the question, consider the following:

- key words or ideas
- key terms that give your answer focus
- possible thesis or direction of your argument
- textual details and features (such as characters, structure, form, language, plot, etc.) to focus on in relation to the module and elective.

Sample HSC style questions

Section III – Module C: Texts and Society

Elective 1: Exploring Interactions

1. Exploring interactions offers new insights into the complexities of human experience.
   
   Discuss this view with reference to your prescribed text and ONE other related text of your own choosing.

2. Interactions with others challenge attitudes and beliefs.
   
   To what extent do the texts you have studied in this elective support this view?
   
   In your response, refer to your prescribed text and ONE other related text of your own choosing.

Elective 2: Exploring Transitions

1. Exploring transitions offers new insights into the complexities of human experience.
   
   Discuss this view with reference to your prescribed text and ONE other related text of your own choosing.

2. The process of transition challenges attitudes and beliefs.
   
   To what extent do the texts you have studied in this elective support this view?
   
   In your response, refer to your prescribed text and ONE other related text of your own choosing.

Let’s look at a HSC Module C question and break it down. An example is below.
Modelled response

**Analysis**

- Key words underlined

**HSC question**

Exploring interactions/transitions offers new insights into the complexities of human experience.

**Analysis**

Consider how the textual features convey the complexities of human experience through interactions with others and transitions into new phases of life.

Make detailed reference to textual features, showing how they illustrate the connection between interactions/transitions and the complexity of human experience.

**Key term identified—**

'discuss' means to consider multiple perspectives

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**Task 9: Breaking down the question**

1. As you read the question below, underline key words.

The process of interacting with others/transition challenges attitudes and beliefs.
To what extent do the texts you have studied in this elective support this view?
In your response, refer to your prescribed text and ONE other related text of your own choosing.

2. In one sentence explain what you understand you need to do to answer this question.

3. Consider the following questions when answering Module C HSC questions:
   a) How does your text/s illustrate the significance and impact of interactions/transitions?
   b) What change has occurred in beliefs and attitudes as a result of interactions/transitions for you personally and within the text/s?
   c) What textual features will you focus on?
   d) What language features will you focus on?

**Thesis or line of argument**

The thesis is very important. A thesis or line of argument should reflect your perspective and understanding of the text and its key ideas. It will be used to shape and direct your extended response and will be supported and/or challenged by the textual details and features that you use from the prescribed text and related text/s.

Brainstorming lines of ideas is one way to come up with a variety of lines of arguments that you could use in the HSC exam. An example has been completed for you for the prescribed text for Module A, *Billy Elliot* by Stephen Daldry.
Modelled response

HSC style question:
Exploring interactions/transitions offers new insights into the complexities of human experience.

Brainstormed ideas:
• By breaking taboos and challenging stereotypes personal growth is possible.
• Challenging societal expectations of the self brings about change for the individual and society in general.

Task 10: Brainstorming lines of argument

1. Brainstorm lines of argument that could be used in response to the following question. Refer to your prescribed text and related text.

HSC style question:
• The ways texts portray interactions/transitions reveal the challenge of experiences. How is this evident in your prescribed text and ONE other related text of your own choosing?

Writing analytical paragraphs about prescribed texts and related texts

Body or developing paragraphs include the following:
• Begin each paragraph with a topic sentence that illustrates your understanding of the question and how your argument relates to interactions/transitions.
• Include a brief explanation of how your argument relates to the text to be analysed. Include a comment on the context of the text.
• Include a variety of techniques or features of the text relevant to your argument and interactions/transitions.
• Provide examples of each technique or feature of the text.
• Comment and elaborate on the effect of each technique or feature of the text and its example. Make sure it is relevant to interactions/transitions.
• Make connections between transitions/interactions in your related text with your prescribed text, if relevant.
• Use connecting words, like ‘in addition’, ‘however’ and ‘also’ to link ideas in paragraphs.
• Sum up your ideas in a concluding sentence.

Task 11: Writing analytical paragraphs about prescribed texts and related texts

1. Write one analytical paragraph about how Lesson’s ‘Antidote’ explores the significance and impact of interactions/transitions on individuals and society. Include reference to
your prescribed text. Use your notes above. You might like to use the following scaffold to help you.

Luka Lesson’s ‘Antidote’ ironically explores the impact of ________________________ on _________________________________. Lesson, an Australian slam poet of Greek origin, is passionate about __________________________________________. In the poem he uses the extended metaphor of the ______________________________ to show the significance of interactions/transition by/through __________________. He explores interactions/transition, such as _______________________________, through ______________________________ to show __________________________. This is also shown in __________________ through __________________________. Lesson implicitly understands that in society interactions/transition are ___________________________________________.

**Bringing it all together**

**Analytical response plan**

The best way to prepare yourself for writing an analytical response in the HSC exam is to practice answering similar questions beforehand. When you write these practice responses, it is important to plan your ideas by reading or viewing your prescribed text and related texts (of your own choosing), and researching how meaning is created through textual features in each text.

For each question you attempt, you should be able to come up with an introduction, at least six main topic sentences and a conclusion. Plan your response by writing your main ideas and concepts, in point form, underneath each topic sentence and add in key quotes that support your points.

**Task 12: Writing an analytical response plan**

1. Write an analytical response plan for your prescribed text and at least ONE related text of your own choosing.

The scaffold below will help you.

- Thesis
- Introduction
- Conclusion
- First-sixth body paragraphs (key idea, topic sentence, main ideas and concepts, key quotes)

On a separate piece of paper, write the paragraphs in full, using your notes.
For more information and resources see the following:

S. McNamara, *HSC Area of Study: Discovery - a workbook for senior students*, Qwiller, 2014

http://qwillerwritingroom.blogspot.com.au
www.qwiller.com.au
www.lukalesson.com.au