

## Advanced Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes: to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.

Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore various concepts through discussion and speculation. Throughout the stages of drafting and revising, students experiment with various figurative, rhetorical and linguistic devices, for example allusion, imagery, narrative voice, characterisation and tone. Students consider purpose, audience and context to deliberately shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing highly crafted imaginative, discursive, persuasive and informative texts.

*Note:* Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

### Key Module Outline:

Module C is a unique topic within the new syllabus, as unlike other modules which require technical analysis and critical responses to texts, this topic is specifically formatted with the intent of helping you to become a better writer. Thus, rather than focusing solely on critical writing forms, the module requires you to engage in a vast array of writing styles, applying these in order to showcase your own writing ability in an engaging, cohesive and sophisticated manner.

Specifically, you may be asked to write in **imaginative, discursive, persuasive, informative and reflective forms**, and will be required to draw on your study of a variety of texts in order to develop and exhibit these writing abilities. Indeed, you will engage in an in-depth study of at least TWO fiction and/or non-fiction texts, and explore the way they have been constructed through form, features, style, structure and language, with the aim of emulating these qualities within your own work.

Importantly, you may also be asked to draw on your study of texts across other modules within your exam. As writing skills are only acquired through practice and continued application, it is consequently a good idea to apply similar analysis to the texts you study in Module A, B and Human Experiences, as you may be asked to draw on knowledge from these topics within your Trial or HSC examinations.

As a result of these unique qualities, the module itself is purely skills based, as rather than engaging with ideas, you are required to demonstrate *writing ability* within your work. The key skills necessary to excel in this module are outlined below.

## **Key Module Skills:**

In order to achieve the writing abilities necessary to succeed in this module, there are a key variety of activities that must be undertaken in order to develop your core skills. These are highlighted in yellow and are as follows:

1. In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers.
  - As previously outlined, the aim of this module is to help you become a more skilled writer. This confidence and ability is gained by extending your knowledge of what makes 'good writing' by engaging with the works of other composers and emulating their forms, features, style, structure, and techniques in order to enhance your own capabilities.
2. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.
  - Because writing skill is gained only through practice, within the module you will be required to write multiple pieces across a variety of forms and modes. Of upmost consideration whenever you are writing is the purpose and audience of your piece:
    - Purpose: Why you are writing and what you are trying to achieve through this (e.g. persuade an audience, educate them on an idea, entertain etc.). All writing has some kind of intention driving it which directly shapes the form, structure and style you will be required to write. It is therefore essential that you are aware of what you are trying to do so you can gain a better grasp on how to do it.
    - Audience: Who you are writing for (e.g. children, teens, scholars etc.). Again, this is a fundamental consideration for improving your writing, as you **MUST** be aware of the needs and requirements of your audience so you can craft a piece which will most effectively appeal to them.
  - The ideas and emotions of your work must be developed in a way that directly align with your purpose and audience as this is the way that they will become most effective, consequently enhancing the quality of your writing as a whole.
3. Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression.
  - In order to help you develop the aforementioned skills, you will be presented with at least two texts from a prescribed text list in class that you will be required to analyse and borrow features from. These texts will be in different forms (e.g. essay, speech, poem, short story) to help expose you to a wide array of structures and styles that can be employed in order to shape meaning.
  - Additionally, it is also recommended that you read widely on your own, as this will further improve your writing by exposing you to an array of different styles, forms, structures, techniques and ideas.
4. Students evaluate how writers use language creatively and imaginatively for a range of purposes: to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.
  - This point is at the heart of the analytical component of the module, as it provides the foundation for **how** you are expected to learn from the writing of others. Specifically, you must evaluate how composers have used a variety of styles and techniques in their texts, and determine why these choices are effective in conveying ideas. It is also important to consider what they were trying to achieve (purpose) and how their stylistic approach helps them in achieving this intention. In particular, you need to consider:

- The **insights** into issues and ideas presented by the composer within their work
- The particular **emotional** responses they intend to provoke from the audience, as well as the **emotions** they imbue within their work as a whole
- Describe and capture the **natural world** and their unique perspective on this
- Present a particular **perspective** on an issue with the intention of shaping the way the audience perceives these concepts
- Share an artistic belief or practice by either presenting an **aesthetic** representation through form and style or directly talking about **aesthetic** ideas and styles
- **Aesthetics** as a whole are an important aspect to consider within this module, as the best examples of writing are usually a thing of beauty. Indeed, beautiful texts can often be used to represent horrible things. For example, consider Friar Lawrence's description of the destructive qualities of Romeo and Juliet's love within Shakespeare's play:

“These violent delights have violent ends  
And in their triumph die, like fire and powder,  
Which as they kiss, consume.”

Despite thematically discussing death and destruction, the verse itself is stunningly poetic. As a student, you are required to contemplate and reflect upon these capabilities of writing, and consider how this can be applied effectively to your own creative process.

5. Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language.
  - As a key part of this module is the requirement to explore both modern texts as well as those considered to be “classics”, so that you can consider the ways in which some aspects of language and structure change whilst others remain static. The ability to analyse this versatility of language as well as varied aesthetics across different works will give you a greater appreciation and understanding of how language works and how it can be effective in presenting ideas and values. This will enable you to better apply an array of techniques and styles in your own writing.
6. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.
  - This point primarily refers to the planning, drafting and revising process you will need to undertake in order to excel in this module. This involves both the initial stage of textual analysis needed to form foundational understandings of what makes writing effective (as covered above), and the subsequent application of this knowledge to your own writing process.
  - Important to note is that the best writing involves multiple stages of drafting and re-drafting to be effective. Therefore, the process of writing you will need to engage with is as follows:
    - Plan your writing
    - Produce a first draft or ‘spew’ draft – basically an initial attempt that you expect to be messy and need refinement.
    - Review your first draft by developing its strong aspects and removing its weak aspects.
    - Redraft your first draft into a second draft.

- Repeat the process until you are completely happy with your response.
- As well as developing original pieces, you may also be required to imaginatively engage with texts that you have studied by writing a new scene, exploring an event from an alternate character's perspective, or write a letter about an event in the text. Therefore, it is important to not only understand **how** the texts set for study are written, but also to have at least a foundational understanding of plot, character, etc.
- 7. Pre-writing stage: students generate and explore various concepts through discussion and speculation.
  - Your writing will need to be developed through a structured process. The first of these steps is to start planning out and exploring ideas. Therefore, after engaging in textual analysis, you will need to start contemplating and discussing what issues/ideas you may wish to write about, as well as the specific forms, structures, styles and techniques you want to use in order to produce your text.
- 8. Stages of drafting and revising: students experiment with various figurative, rhetorical and linguistic devices, for example allusion, imagery, narrative voice, characterisation and tone... (and) consider purpose, audience and context to deliberately shape meaning.
  - As previously outlined, you will be required to produce multiple drafts of your work, as a good writing process involves multiple stages of experimentation and repetition. Therefore, in each draft produced, it is important that you experiment with various forms, structures, techniques and language, modifying these in order to help you fulfil your purpose, address your intended audience and consequently achieve your desired result. For example, you may wish to experiment with:
    - Techniques such as allusion and imagery
    - Stylistic features such as narrative voice and characterisation
    - Language aspects such as tone
- 9. Editing stages: students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.
  - You need to approach Module C as if you are an author intending to publish your work. As such, it is fundamental that you thoroughly edit your work to ensure there are no issues with grammar, spelling, punctuation and syntax, as this may negatively affect your marks.
- 10. Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing highly crafted imaginative, discursive, persuasive and informative texts.
  - All great works of literature were a collaborative process, influenced by authors, editors and proof readers alike. Concurrently, while you will be required to work independently to ultimately produce your work, the process by which you develop your piece should be a collaborative one, where you will expose yourself to the writing of your peers and gain feedback on your own writing in order to further refine your work.
  - The different types of texts you will need to produce are as follows:
    - Imaginative: This refers to creative texts such as short stories or poems, but may also involve recreations or adaptations of existing texts
    - Discursive: Discursive texts are those that broadly 'discuss' a topic through multiple perspectives. Examples of this may include feature/newspaper articles, an essay exploring an ideas from multiple positions etc. TED Talks are a good example of discursive texts as well.
    - Persuasive: These are texts that aim to convince someone of a particular perspective on a topic/issue. Examples include speeches, essays and persuasive letters.

- Informative: This refers to texts that aim to educate on a topic rather than persuade. For example, science magazines and textbooks are both forms that aim to inform us on particular topics.
- You may also be required to write a **reflection statement** within this module, where you consciously reflect upon the creative choices you made on your work and the way/s in which these were influenced by your study of texts within the module. It is therefore important that you carefully complete all the steps outlined above so that you have an effective foundation that you can base your reflection upon.



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