



# **Assessment and Reporting in English Extension 2 Stage 6**

<b>Effective from</b>	<b>2010 HSC course</b>
<b>Date published</b>	<b>December 2009</b>

This document contains the Board of Studies' requirements for assessing and reporting achievement in the HSC course in English Extension 2 for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Published by Board of Studies NSW  
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## Contents

### **Assessment in Stage 6**

#### **Reporting achievement at the HSC**

##### **Internal assessment**

##### **The HSC examination**

##### **Board requirements for the HSC internal assessment mark**

##### **English Extension 2 HSC examination specifications**

##### **Summary of external and internal HSC assessment**

##### **Resources and advice**

##### **Requirements for the Major Work and Reflection Statement**

## Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the HSC course those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the course
- providing the Higher School Certificate results.

*Assessment for Learning* provides a useful approach for the delivery of the English Extension 2 HSC course. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

## Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in English Extension 2 comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an

examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

## **Internal assessment**

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

### **HSC course**

The Board requires schools to submit an assessment mark for each HSC candidate in English Extension 2. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

## **The HSC examination**

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

## **Board requirements for the HSC internal assessment mark**

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's [ACE Manual](#) for further information.

## **Assessment components and weightings**

### **HSC course**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

<b>Component</b>	<b>Weighting</b>
Skills in extensive independent investigation	25
Skills in sustained composition	25
	<b>50</b>

## English Extension 2 HSC examination specifications

The English Extension 2 HSC examination will consist of a submitted Major Work, worth 40 marks, and an accompanying Reflection Statement, worth 10 marks.

### Major Work

**(40 marks)**

The Major Work must be a substantial composition. The composition may use any medium of presentation appropriate to the nature of the composition and must be one, or a combination, of the following:

- Imaginative
- Investigative
- Interpretative
- Analytical.

### Reflection Statement

**(10 marks)**

The Major Work is to be accompanied by a statement of reflection on the intent, process and understanding gained from undertaking the Major Work.

*See Requirements for the Major Work and Reflection Statement, below.*

## Summary of external and internal HSC assessment

External examination	Mark	Internal assessment	Weighting
Major Work	40	Skills in extensive independent investigation	25
Reflection Statement	10	Skills in sustained composition	25
	<b>50</b>		<b>50</b>

## Resources and advice

Further guidance and advice related to assessment and the HSC examination in English Extension 2 can be found on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc).

## Requirements for the Major Work and Reflection Statement

Students are required to submit a Major Work as detailed in the Major Work Module (Section 12.9 of the *English Stage 6 Syllabus*) and below.

The Major Work must be a substantial composition. The composition may use any medium of presentation appropriate to the nature of the composition and must be one of, or a combination of, the following:

- imaginative
- investigative
- interpretative
- analytical.

### Development, Completion and Certification of the Major Work

Development of the Major Work may commence from the beginning of the HSC course. The Major Work must be conceived and executed by the student under the supervision of the English teacher.

The development of the Major Work will be determined by negotiation between student and teacher and will be formalised in writing. The Major Work is to be accompanied by a statement of reflection on the intent, process and understanding gained from undertaking the Major Work.

The Office of the Board of Studies will notify the final date for the completion of the submitted Major Work.

Schools must have procedures in place that will allow the effective supervision of the development of students' Major Works. This is particularly the case where work is done away from school. Schools must be confident that effective supervision and sufficient documentation of this work is possible before giving consent for students to begin work on their Major Work.

Certification of Major Work submissions is required to ensure that each work is wholly the work of the student entered for the HSC and has been completed under the supervision of the English teacher.

It is essential that:

- (a) aspects of the process of development of the submitted works take place in school time
- (b) work completed away from school is regularly monitored by the supervising teacher
- (c) each student signs a statement, witnessed by the supervising teacher and the school principal, that the submitted Major Work is his or her own work
- (d) the Major Work Journal (see below) is submitted with the Major Work. This requirement is necessary for verification of authenticity and will be referenced in the case of appeals being made to the Board of Studies. The journal will be submitted at least three times at key points during the course to assist with verification. If the final version of the Major Work varies substantially from the draft version submitted earlier, these changes should be reflected in the journal

- (e) the student and the supervising teacher ensure that any CDs, CD-ROMs, DVDs or films submitted to the Board of Studies are operable and conform to the specifications for the category.

Teachers must certify that the work has been completed under their supervision, and that the rules and procedures detailed here and in the Board's ACE Manual have been followed. The Board of Studies will provide a certification form for this purpose. If the supervising teacher cannot certify the student's work, the school must complete a non-certification report document.

Principals must be able to endorse the teacher's declaration that the work:

- has been done under their supervision
- is the student's own work consistent with earlier drafts or any changes as negotiated with the teacher and other examples of the students' work
- was completed by the due date.

### **The Major Work Journal**

During the development of the Major Work students are required to keep a process journal.

The Major Work Journal must provide the following information:

- a written statement containing a clear statement of intention agreed to by the student and the teacher/school
- reflections pertaining to the development of the Major Work composition.

The Major Work Journal documents the investigative process and the process of composition. The recording of research and analysis, and critical, imaginative and speculative reflections will assist students in achieving course objectives and outcomes and in preparing for internal and external assessment tasks. (The journal also has a role in establishing the authenticity of the Major Work.)

It may also include:

- method of approach
- evidence of research and questioning
- redrafts with reasons for any changes in direction
- examples or indications of stimulus material and reflections on them in relation to the development of the Major Work composition
- reflection on the extent to which intentions were achieved
- reflections on the finished product
- an annotated bibliography.

The Major Work Journal must be submitted with the Major Work. The journal should be clearly labelled with the student number, school number, the name of the Major Work and its medium – print, sound, visual or multimedia (see below).

## **Major Work Parameters**

The Major Work is an extended work or a body of work that complies with the prescribed word or time specifications. In some cases students will include visual images (either original or non-original material) as an integral part of the Major Work. These will not be assessed on their artistic merit but on the contribution they make to the completed product.

The Major Work can be presented in print, sound, visual media or multimedia, within the categories described on the following pages. All aspects of the Major Work and Reflection Statement (regardless of media used) that are word-processed must conform to the following presentation requirements:

- They should be presented on A4 paper and must use double spacing.
- Font should be size 12, Arial or Times New Roman.
- Each page should be numbered.
- A cover sheet should be included that states the school number and candidate number and the title of the work(s).

The Board does not require the use of any particular system of referencing for bibliographies and footnotes. Care should be taken to use the selected system correctly and consistently.

Word limits for the Major Work (see below) do not include the bibliography, footnotes or appendices. These need to be used judiciously and not as a means of expanding the work.

Students should refer to the [English Extension 2 Support Document](#) and Notes from the Marking Centre on the Board's website for further advice.

## **The Reflection Statement**

The Reflection Statement is composed at the end of the composition process and is a reflection on the process and the completed product. The statement must contain a minimum of 1000 words and no more than 1500 words.

The Reflection Statement:

- summarises the intention of the Major Work and the relationship it has with the extensive independent investigation
- must include an outline of the intended audience for the Major Work and the purpose for which it was composed
- supports the Major Work, explaining the relationships of concept, structure, technical and language features and conventions
- should explain the development of concepts during the process of composition, making the links clear between independent investigation and the development of the finished product
- should indicate how the student realised the concepts in the final product.

**The Reflection Statement may be bound separately or attached at the end of the Major Work.**

## **Criteria for marking the English Extension 2 Major Work and Reflection Statement**

The Major Work and the Reflection Statement will be awarded separate marks, out of 40 and 10 respectively.

### **Major Work marking criteria**

- Textual integrity
- Quality of insights and concepts, developed through independent investigation, and the communication of developed ideas
- Manipulation of features that shape meaning and response and quality of engagement

### **Reflection Statement marking criteria**

- Explanation of the intended purpose and audience of the Major Work
- Explanation of the impact of the extensive independent investigation
- Evaluation of the relationships of concept, structure, technical and language features and conventions.

## **The Major Work — Print Medium**

See Major Work Parameters (page 10) for other presentation requirements.

### **Short Story(ies)**

Students complete a short story or a selection of stories within a 6000 – 8000 word limit. The word limit does not include the Reflection Statement.

### **Poem(s)**

Students write a suite of poems, a collection of poems or an extended poem.

- The suite of poems should be linked in theme and/or structure.
- The collection could develop a single concept or diverse concepts.
- The poems together with the Reflection Statement must not exceed 5000 words.

### **Critical Responses**

Students develop a critical response based on their independent research into an area of special interest of their choice within a 5000 – 6000 word limit. The word limit includes the Reflection Statement.

This could take the form of:

- a critique of an author's work, or
- an independent investigation into an aspect of language, or
- an independent investigation into the works of a particular historical period, or
- an independent investigation into a particular paradigm related to the study of English, or

- any other critical response approved by the teacher, which is an extension of the knowledge and understanding gained by the student in the English (Advanced) or English Extension 1 courses.

### **Scripts — Radio, Film, Television and Drama**

Students develop a script of a complete work for the medium of radio, film, television or drama. The intended performance time for the script must be 20 – 30 minutes.

Scriptwriting conventions appropriate to the medium should be followed.

### **The Major Work — Sound Medium**

See Major Work Parameters (page 10) for other presentation requirements.

#### **Speeches**

Students present a compact disc of a speech or speeches. The speech or combination of speeches must have a playing time of 15 – 20 minutes. The compact disc may include music and/or sound effects, which will not be included in the running time. These effects will be noted for their contribution to the text, but the assessment emphasis will be on the substance of the speech and the delivery. The audience for the speech must be specified.

The student must also submit a print copy of the speech or speeches.

The student presenting the Major Work must be the principal performer, sole writer and sole director/producer.

#### **Presentation**

The speech(es) must be submitted as an audio file on a compact disc, and be clear and audible.

Titles and credits on the audio must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged as an addendum to the print copy of the speech or speeches.

#### **Radio Drama**

Students present a compact disc of a complete radio drama. The drama must have a playing time of 10 – 15 minutes. The compact disc may include music and/or sound effects, which will not be included in the running time. Students must also submit a print copy of the radio drama.

The student presenting the Major Work must be the sole writer and sole director/producer.

#### **Presentation**

The radio drama must be submitted on a compact disc and be clear and audible.

Scriptwriting conventions appropriate to the medium should be followed.

Titles and credits on the audio must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged as an addendum to the print copy of the radio drama.

### **Performance Poetry**

Students present a compact disc of a complete poetry performance. The compact disc should have a playing time of 8 – 10 minutes. The compact disc may include music and/or sound effects, which will not be included in the running time. Students must also submit a print copy of the poetry.

The student presenting the Major Work must be the principal performer, sole writer and sole director/producer.

The response must be entirely original and must be completed without undue assistance from another person.

#### **Presentation**

The performance poetry must be submitted on a compact disc and be clear and audible.

Titles and credits on the audio must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged as an addendum to the print copy of the poetry.

### **The Major Work – Visual Medium**

See Major Work Parameters (page 10) for other presentation requirements.

#### **Video/DVD**

Students present a DVD, which has a playing time of 6 – 8 minutes. The content of the DVD may be interpretive, imaginative or analytical or any combination of these. Students must also submit a print copy of the film script.

The student presenting the Major Work must be the sole writer and director.

#### **Presentation**

The video must be submitted on DVD. The DVD must be clearly labelled with the candidate's number.

In addition, a typed video script must be submitted with the DVD.

Scriptwriting conventions appropriate to the medium should be followed.

Titles and credits on the DVD must not identify the student, any other students or the school except by candidate number and/or school number.

All appropriated or non-original material should be acknowledged as an addendum to the print copy of the film script.

### **Film**

Students present a film, which has a playing time of 4 – 5 minutes. The content of the film may be interpretive, imaginative or analytical or any combination of these. Students must also submit a print copy of the film script.

The student presenting the Major Work must be the sole writer and director.

### **Presentation**

The film must not be bigger than 35mm. The film should be clearly labelled with the candidate's number and school number.

In addition, a typed film script should be submitted with the film.

Scriptwriting conventions appropriate to the medium should be followed.

The film should be cued to the beginning of the work.

Titles and credits on the film must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged in the credits or as an addendum to the print copy of the film script.

### **The Major Work – Multimedia**

See Major Work Parameters (page 10) for other presentation requirements.

Multimedia compositions are to be original explorations of a concept or notion, combining authorship in two or more media elements such as text, photography, music, cinematography, artworks, sounds and choreography. Students submitting Major Works in this category should be advised against technical artistry at the expense of the complexity of content, ideas and meaning.

All files and links are to be established by the student.

### **Presentation and technical requirements**

A hard copy of a flowchart/logic map/storyboard should be submitted with the Major Work to ensure markers assess the extent of the student's multimedia work.

Students should submit technical specifications, installation and running instructions with their Major Work.

The media content of the multimedia composition should be viewable within a total of 20 minutes.

Titles and credits in the work or on the presentation medium must not identify the student, any other students or the school except by candidate number and school number.

All appropriated or non-original material should be acknowledged in the credits or as an addendum to the flowchart/logic map/storyboard.

The multimedia composition is to be submitted in a 'container' such as a Flash file, html-based website, or an application. It must be on a commonly available and readable storage medium such as CD-ROM or DVD-ROM containing all of the software required to run the program. The multimedia composition must be able to function directly from the submitted storage medium. Submitted work cannot be copied to a hard drive to improve playback performance. The work should be designed for playback and interaction not requiring specialist hardware or software such as high performance cards or software drivers.

The work must not require access to external networks including the internet or other storage medium.

Any applications must run on current Apple Macintosh or Microsoft Windows operating systems directly from the storage medium.

Websites must operate and be viewable in a current web browser.

The completed work should be directly and thoroughly tested for appropriate functionality before submission. It is strongly advised that the work be tested on the storage medium on a computer that has not been used during the production of the work to ensure that it performs as intended. The computer chosen should not have the authoring application installed.