

# ENGLISH EXTENSION 2 SUPPORT DOCUMENT

## Introduction

This document provides suggestions to support changes to the English Extension 2 internal and external assessment requirements for the 2010 Higher School Certificate and beyond. Schools were notified of these changes in the Board of Studies Official Notice (BOS 18/09):

<http://news.boardofstudies.nsw.edu.au/index.cfm/2009/6/19/Official-Notice--Internal-assessment-and-the-HSC-examination-in-English-Extension-2>

This document should be read in conjunction with the *English Stage 6 Syllabus* and other assessment and examination materials which can be accessed at:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/english-ext2.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-ext2.html)

## Internal Assessment Tasks

### Task 1: VIVA VOCE addressing the proposal for the Major Work

*Assessment Task Weighting 10/50*

The viva voce addressing the proposal for the Major Work provides students with the opportunity to present information on the major concept(s), scope, emphases and form of their proposed Major Work. Students also have the opportunity to explain how their proposal is based on the knowledge, skills and understanding of the English Advanced and Extension courses.

Importantly, the viva voce also provides the supervising teacher with an early opportunity to become familiar with students' proposed Major Works. This will assist the school to certify that each Major Work is wholly the work of the individual student when the school submits the Works for external marking at the end of the course.

### Recommended practice when conducting the Viva Voce

- Students need to be aware of the importance of acknowledging sources used in the development of the Major Work from the outset of the course. Therefore, it is expected that students in their viva voce will include acknowledgement of the sources used to develop their proposal.
- The timing of the viva voce is an important consideration for supervising teachers. Early in Term 1 of the HSC year may be most appropriate so that students are able to demonstrate their capacity to develop a 'sustained composition' at that particular point in the course.
- The viva voce addressing the proposal for the Major Work may be conducted using a panel format. The composition of such a panel should be carefully

considered. It may be valuable to include a teacher who is less familiar with the students and their work, in addition to the supervising teacher. The Viva Voce should be designed to support the student in clarifying the direction of their work, with students being given the opportunity to explore the work in progress.

- Students should be given meaningful and constructive feedback following the viva voce.
- Suggested time allocation for the viva voce is approximately 15–20 minutes in total.
- All presentations should be completed in the same location, where possible.
- Supervising teachers may consider asking students to present a sample of early research and/or early work (eg reading an excerpt/pieces of writing, storyboard for video or multimedia) for approximately five minutes followed by questions and answers that emerge during the presentation. This will assist students in presenting aspects of investigation and composition to specific audiences, in a range of modes ('HSC English Extension Course 2 Objectives, Outcomes and Content', *English Stage 6 Syllabus* p 93).
- The journal may be used as part of the presentation and the first submission could occur at this key point in the course.

### **Recommended Proposal Questions for the Viva Voce**

Students should be encouraged to present their viva voce in an individual way, tailored to the specific nature of the proposal. Spontaneity and freshness, reflecting the student's initial investigation into 'an area of personal interest' (*English Stage 6 Syllabus*, p 92) should be apparent in the viva voce.

Therefore the following is intended to provide guidance only on the general approach and types of questions that could be posed for the English Extension 2 viva voce (assessment task 1). It is recommended that this list of questions not be distributed to students. Instead, the questions should be adjusted and refined by the supervising teacher to suit the course candidature in their school, or the supervising teacher should discuss with students the possible areas of investigation to be covered in the viva voce.

Other options might include the supervising teacher providing two questions that the students prepare for their viva voce, and then during their presentation, students are required to answer two 'without notice' questions. In addition, students could be asked to include a brief discussion of any 'burning issues' in their research towards the end of the viva voce.

### ***Concept***

- What concept have you developed for your Major Work? Describe it.
- Why are you interested in this concept?
- What are your sources of inspiration?
- How is your concept an extension of the knowledge, understanding and skills developed in English (Advanced) and (Extension) courses?

***Purpose***

- What are you aiming to achieve during the Extension 2 course?
- How are you planning to achieve this purpose?

***Form***

- Have you decided on the form in which you would like to compose?
- Why have you chosen this particular form?

***Intended Audience***

- Who is the target audience of your work?
- Why?

***Investigation***

- What investigation have you undertaken to date?
- What research path do you intend to pursue?
- How are you planning to evaluate your investigation and the development of your work?

***Resources***

- What resources have you identified as being worthwhile?
- How have you used them?

***The Major Work Journal***

- How are you using the journal?
- What system have you developed to ensure that you document the investigative process and the process of composition?

***Challenges***

- What challenges do you foresee?
- How are you planning to address these?

**Suggested Marking Guidelines for the Viva Voce addressing the proposal**

*Assessment criteria:*

**Students will be assessed on how well they:**

- develop skills in extensive independent investigation
- present aspects of investigation and composition to specific audiences.

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides evidence of a highly effective and extensive independent investigation and critical reflection on the early development of the Major Work</li> <li>• Demonstrates highly sophisticated skills in the coherent and fluent presentation of complex ideas, integrating audience, purpose and form</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides evidence of an effective independent investigation and reflects well on the early development of the Major Work</li> <li>• Demonstrates effective skills in the coherent presentation of complex ideas integrating audience, purpose and/or form</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Investigates and considers the development of the Major Work</li> <li>• Demonstrates developing skills in the presentation of ideas about the Major Work and attempts to integrate audience, purpose and/or form</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Investigates superficially with under-developed ideas for the Major Work</li> <li>• Delivers an uneven presentation of under-developed ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Investigates and presents in a limited manner with undeveloped ideas for the Major Work</li> </ul>	1–2

## **Task 2: The Report**

*Assessment Task Weighting 15/50*

The Report will give students the opportunity to explain the impact of their independent investigation on the development of the Major Work. The Report and the feedback students receive from their supervising teacher can be a useful reference point later in the course as students reflect upon the process and the completed product through the composition of their Reflection Statements.

### **Recommended practice**

- Recommended due date: early Term 2.
- Recommended length: 750–1000 words.
- The Report should be designed to support students in articulating the impact of independent investigation on the development and current form of the work.
- It is recommended that students include a bibliography or reference list.
- The submission of the Report may be an appropriate key point in the course for the second submission of the journal.

### **The Report – some considerations**

The following points are intended to provide guidance on the possible scope and emphases of the Report. In the writing of the Report, students should:

- offer a brief assessment of the achievement of purpose to date, with specific reference to audience
- outline and evaluate the impact of the investigative process to date
- identify and evaluate the usefulness and impact of specific sources of research
- consider both form and concept
- identify challenges encountered and their resolution
- clarify the development of the work's focus since the first assessment task
- evaluate their progress to date and anticipate the most effective way forward
- write reflectively, critically and succinctly. This will give them experience in the language demands of the Reflection Statement.

## Suggested Marking Guidelines for the Report

*Assessment criteria:*

**Students will be assessed on how well they:**

- demonstrate understanding of the impact of extensive independent investigation
- evaluate the investigative process
- organise and articulate ideas.

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Formulates sophisticated insights and concepts through independent and extensive investigation</li> <li>• Explains and justifies the intellectual and creative choices that have been made in a highly developed manner</li> <li>• Manipulates language appropriate to audience, purpose and form in a highly effective manner</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Formulates insights and concepts effectively through independent investigation</li> <li>• Explains and justifies the intellectual and creative choices that have been made in a well-developed manner</li> <li>• Manipulates language appropriate to audience, purpose and form in an effective manner</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Formulates insights and concepts in a sound manner through independent investigation</li> <li>• Explains the intellectual and creative choices that have been made in a sound manner</li> <li>• Manipulates language appropriate to audience, purpose and form with some effectiveness</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Formulates some concepts through limited investigation</li> <li>• Describes the intellectual and creative choices that have been made</li> <li>• Manipulates language appropriate to audience, purpose and form in an uneven manner</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Formulates elementary concepts through minimal investigation</li> <li>• Identifies the choices that have been made</li> <li>• Manipulates language in a limited manner</li> </ul>	1–3

### **Task 3: Draft version of the Major Work and reflection on progress to date**

*Assessment Task Weighting 25/50*

The submission of the draft Major Work and reflection on progress to date requires the student to demonstrate the ongoing use of language, conventions and medium, ideas, concepts and perspectives appropriate to their developing Major Work and to reflect on the Major Work's intention and its realisation at this stage. This assessment task does not require the student to submit the Major Work as a final product – rather, it allows the student to receive strategic feedback which will assist in the further shaping and development of the Major Work.

#### **Recommended practice**

- Recommended due date: towards the end of Term 2. This is in recognition that although the draft Major Work is not a finished product, a substantial portion should be completed at this stage in the course. The timing of the submission of the draft should be planned so that students can receive feedback and act on it in a timely and effective manner before the formal submission date.
- This task can be assessed either through holistic marking guidelines, or guidelines separated to address the Major Work draft and the reflection on progress to date individually.
- In their reflection on progress to date, students should be encouraged to comment on key points in the development of their work. Students should also be made aware that their reflections could later be further developed and adapted as the basis of the final Reflection Statement.
- Students should also attempt to make explicit the relationship between the Major Work draft and the reflection on progress to date, for example, 'on page 24, I have attempted to use ... in order to ... as Hemingway did'.
- The Major Work draft should reflect the concept and form of the final submission, eg a radio play should be an aural text.
- It is recommended that the third submission of the Major Work Journal occurs with the submission of the Major Work draft and reflection on progress to date.
- The recommended length of the reflection on progress to date is 750 words.
- The nature of teacher feedback should allow the student to further shape and develop the Major Work. The following might be useful for the purpose of feedback to the student:
  - 'Can you explain ...'
  - 'Could you clarify ...'
  - 'What changes have you made ... and why ...'
  - 'What are you trying to achieve here ...'
  - 'Why did you choose to use ...'
  - 'What is the relationship between ...'
  - 'Why do you think this section is more successful than ...'
  - 'Areas on which you might want to reflect further might be editing/ characterisation/ navigation/ symbolism ...'

**Suggested Marking Guidelines for draft Major Work and reflection on progress to date**

***Assessment Criteria***

Students will be assessed on how well, at this stage of the process, they:

- manipulate language and technical features that shape meaning
- synthesise ideas developed through independent investigation
- reflect on the intention of the Major Work and extent to which this has been realised at this point.

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<p>At this stage of the process the student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Shape language in a highly effective manner and demonstrate sophisticated technical skills in the draft Major Work for the intended audience and purpose</li> <li>• Synthesise ideas, explore concepts and express perspectives in a highly developed manner</li> <li>• Control conventions and medium in a conscious and sophisticated way</li> <li>• Reflect in a sophisticated and critical manner on the intention of the draft Major Work and the extent to which it has been realised through extensive independent investigation</li> <li>• Evaluate in a highly effective manner the ways in which the draft Major Work targets the intended audience</li> </ul>	21–25
<p>At this stage of the process the student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Shape language in an effective manner and demonstrate strong technical skills in the draft Major Work for the intended audience and purpose</li> <li>• Synthesise ideas, explores concepts and express perspectives in a well-developed manner</li> <li>• Control conventions and medium in a conscious and clear way</li> <li>• Reflect in a critical manner on the intention of the draft Major Work and the extent to which it has been realised through extensive independent investigation</li> <li>• Evaluate in an effective manner the ways in which the draft Major Work targets the intended audience</li> </ul>	16–20
<p>At this stage of the process the student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Shape language in a well-developed manner and demonstrate sound technical skills in the draft Major Work for the intended audience and purpose</li> <li>• Synthesise ideas, explore concepts and express perspectives in a developing manner</li> </ul>	11–15

<ul style="list-style-type: none"> <li>• Control conventions and medium in a developing way</li> <li>• Reflect in a sound way on the intention of the draft Major Work and the extent to which it has been realised through independent investigation</li> <li>• Explain the ways in which the draft Major Work targets the intended audience</li> </ul>	
<p>At this stage of the process the student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Attempt to shape language and demonstrates some technical skills in the draft Major Work for the intended audience and purpose</li> <li>• Explore concepts and express perspectives in a predictable and literal manner</li> <li>• Control conventions and medium in an uneven way</li> <li>• Reflect in a limited way on the intention of the draft Major Work and the extent to which it has been realised through investigation</li> <li>• Identify some of the ways in which the draft Major Work targets the intended audience</li> </ul>	6–10
<p>At this stage of the process the student:</p> <ul style="list-style-type: none"> <li>• Attempts to shape language with limited evidence of technical skills</li> <li>• Attempts to explore concepts and/or expresses perspectives</li> <li>• Attempts to control conventions and medium</li> <li>• Reflects in a simple manner on the intention of the draft Major Work and/or the extent to which it has been realised through investigation</li> <li>• Attempts to identify the ways in which the draft Major Work targets the intended audience.</li> </ul>	1–5

## The Major Work and Major Work Journal

The development of the Major Work requires the student to develop a sustained composition, the basis of which is the Major Work Journal. This Journal documents the student's 'ongoing, systematic and rigorous investigation into their chosen area' and 'demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work' (*English Stage 6 Syllabus*, p 92).

### Monitoring the development of the Major Work

- Teachers supervising the English Extension 2 Major Work should liaise with colleagues who are supervising the development of HSC projects in other key learning areas such as Visual Arts, Design and Technology, Drama, Society and Culture to ensure that 'projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject' (*Assessment, Certification and Examination Manual*, Section 8.3.1).
- The supervising teacher should document any substantial changes that occur in the direction and realisation of students' Major Works. Effective record keeping is recommended to ensure accurate tracking of this development and may be of assistance should the authenticity of the Major Work be questioned during external marking.
- Clear information should be communicated to students about how to avoid plagiarism. Supervising teachers are advised to reread the Official Notice 'HSC submitted works – a reminder' (BOS 50/08 – Vol 17 No 4) which states 'Students are advised that acknowledgment of the extent and nature of any assistance received in preparation of submitted works must be explicit'. The principles underpinning the Board of Studies' *All My Own Work* course may also be useful in alerting students to the importance of acknowledging sources used in the Major Work.
- If students intend to use a mentor in the development of the Major Work, it is important that the mentor is made aware of the scope of their role and particularly its limitations with regard to the amount of assistance they can provide for the student. Mentors should be 'critical friends' and guides, supporting students in the exploration of ideas, rather than conceiving and developing those ideas for the student. The posing of open-ended questions to assist students in the clarification and direction of the Major Work is one method of supporting students, however, it should be emphasised to mentors that the supervising teacher is the primary mentor to the Extension 2 student.
- In order to certify the student's submitted work, teachers need to have monitored and supervised its development and know that the work has been conceived and executed by the student. With the changes to internal assessment requirements, teachers will not be able to certify the work without having viewed and signed the journal at least three times at key points during the course.
- Students should ensure they have more than one copy of their Major Work as a back-up.

### **Independent Investigation**

- Students are to develop a sustained, research-based Major Work. They ‘undertake ongoing, systematic and rigorous investigation into their chosen area’ (*English Stage 6 Syllabus* p 92). They should be encouraged and supported to develop and build their independent research skills through strategies such as the use of references such as *The Young Writers Showcase* (Board of Studies publication); *Assessment Resource Centre (ARC)* found at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au); *Google Scholar*; electronic databases such as *Questia*; literary journals such as *ALS*; online referencing tools to maintain effective and accurate record keeping (eg Bookmarking tools such as *Delicious*, *Diigo*); *Celtx* for script formatting; and *Audacity* for audio production.
- In English Extension 2, students ‘learn to reflect on and document their processes of composition by: presenting aspects of composition to specific audiences, in a range of modes’ (*English Stage 6 Syllabus*, p 93). Therefore students should be encouraged to conduct research into form as well as concept.

### **Major Work Journal**

- The Major Work Journal plays an important role in the development of the Major Work. ‘The investigation process is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work’ (*English Stage 6 Syllabus* p 92). It is therefore crucial that students are well supported to develop a comprehensive journal that documents the processes of investigation and composition.
- The Major Work Journal is not marked. However, it may be used to check the authenticity of the Major Work and ‘will be referenced in the case of appeals being made to the Board of Studies’ (*English Stage 6 Syllabus*, p 130).
- Internal assessment requirements for Extension 2 have changed for 2010 and beyond. Students are now required to submit their Major Work Journal at least three times at key points during the course. These changes can be accessed at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).
- The journal should be accessible, relevant and accurate in terms of plotting clearly the development of ideas. Students should avoid overuse of printed downloads without annotation or commentary and should be made aware that overly decorative and lengthy journals are not course requirements.
- Students should seek opportunities for wide and specific feedback, especially from target audiences for their work. Feedback should be noted in the journal. Students should be encouraged to evaluate the feedback they are given and to be discerning about the advice they act upon.
- The Major Work Journal must also be submitted along with the Major Work. Students using an electronic journal must submit a hard copy of the Major Work Journal.

## **Submission of the Major Work and the Major Work Journal**

### **Recommended Practice**

- The supervising teacher needs to be sure that ‘each submitted work is wholly the work of the student’ (*English Stage 6 Syllabus*, p 130). It is the decision of the school as to how this requirement is met. One possible method could entail a check by supervising teacher of the final copy of the Major Work and the Journal to assist in the certifying of the Major Work. This may be done in the period between submission date and date for final receipt at the Board of Studies. Certification details are detailed on p 130 of the *English Stage 6 Syllabus*.
- If the student has made significant changes to the Major Work following feedback from internal marking of the draft work (Task 3), such changes should be evident in the Major Work Journal.
- Documentation forwarded by the Board of Studies for the packaging and of student materials should be used as per the instructions to ensure submission by the due date.