HSC examination specifications

# English Extension 1

This examination support material is written and collated by the English curriculum team.

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Note: as you add content to this booklet you can update the contents table to accurately reflect the page numbers within the resource. To update the table of contents, right click on the table and select ‘update table’ (in the online version) and ‘update field’ and then select ‘update entire field’ (in the desktop version). Your table numbers should then update to reflect your changes.

 Resource overview

This booklet has been designed for use by HSC students as a resource for revision in the lead up to the trial and HSC examinations. The strategies and advice provided will be useful if students sustain engagement with the content until the external HSC examinations for English.

The content in this resource booklet has been prepared by the English curriculum team, unless otherwise credited.

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Use of NESA resources

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HSC examination

The English Extension 1 course will be assessed in one written examination. Students will have 2 hours working time and 10 minutes reading time. The examination will be marked out of 50.

The information provided above has been extracted from the [NESA webpage for English Extension 1](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting)[[2]](#endnote-3). The material referenced (sample questions and sample exam format) was last updated in November 2020 and is accurate at the time this resource was developed in July 2021. To ensure this information is up-to-date you should check the live site. In addition to the sample examination material hyperlinked in the content above, you may also go to the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) for further advice about live updates.

### Activity 1 – reviewing the NESA examination support materials

1. Read through the following information for the English Extension 1 HSC exam format and structure and complete the ‘Take Note’ activity.

[Take Note [[3]](#endnote-4) - this thinking routine helps you organise your understanding of a topic or text through concept mapping.](http://www.pz.harvard.edu/resources/take-note)

After you have finished reading ‘take note’ of **one** of the following:

* What is the most important point?
* What do you find challenging, puzzling or difficult to understand?
* What question would you most like to discuss?
* What is something you find interesting?
1. Visit each of the NESA documents, hyperlinked in this resource, and read through the relevant section of the examination. At the end of each document complete the activity ‘Take Note’.

## English Extension 1 examination support materials

This examination will consist of a written paper worth 50 marks. The time allowed is 2 hours and 10 minutes. 2 hours working time and 10 minutes reading time.

**Important information**

The paper will consist of two sections:

* Section I – Common Module (25 marks)
* Section II – Elective (25 marks)

The examination material for this paper includes 2 booklets:

* A question booklet. The question(s) for the common module and the elective will be printed in this booklet.
* A writing booklet. This booklet will be organised into two parts, one for each section in the examination.

Examination structure and format

There are two sections in this examination. The advice provided herein is based on information which is extrapolated from NESA’s [English Extension 1 (2017): sample examination material](https://educationstandards.nsw.edu.au/wps/wcm/connect/63869fca-d356-40f6-b851-1c0a59b60562/sample-questions-new-hsc-english-ext-1-exam.pdf?MOD=AJPERES&CVID=)[[4]](#endnote-5) and the [Assessment and Reporting in English Extension Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting)[[5]](#endnote-6) webpage.

The examination rubric for both sections of the examination states students will be assessed on how well they:

* demonstrate an understanding of the ideas and values of Literary Worlds and how they are shaped and reflected in texts.
* craft a sustained composition appropriate to the question, demonstrating control of the use of language.

### Section I – common module

This section is worth 25 marks. You are advised to allow about 1 hour for this section.

* There will be one question, which may have one part or two parts.
* The question will require you to draw on your knowledge and understanding of the Common Module – Literary Worlds.
* The question will be in relation to stimulus and/or unseen material. There may be more than one stimulus item.
* The question may instruct you to write a critical or creative response, or both.

### Section II – elective

This section is worth 25 marks. You are advised to allow about 1 hour for this section.

* There will be one question. This question may include a stimulus.
* Stimulus material included in the question could be in the form of a quote, a statement and/or an extract(s) from text(s).
* The question will direct you to write a sustained critical response about the prescribed texts and the related text(s) selected by you.

To see examples of the types of questions that may be asked in either Section I or Section II, you could consult the [English Extension 1 (2017): Sample Examination Materials](https://educationstandards.nsw.edu.au/wps/wcm/connect/63869fca-d356-40f6-b851-1c0a59b60562/sample-questions-new-hsc-english-ext-1-exam.pdf?MOD=AJPERES&CVID=) or the English Extension 1 HSC exam packs for the [2019 HSC](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-1-2019-hsc-exam-pack) or the [2020 HSC](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack).[[6]](#endnote-7)

To see examples of the format and layout of the question booklet or the writing booklet you could consult the [2019 English Extension 1 sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/5b160a63-fe12-4d63-b8ba-36753e330009/english-extension-1-2017-sample-examination-format-2019-pdf.pdf?MOD=AJPERES&CVID=)[[7]](#endnote-8) or the examination packs from the 2019 HSC or 2020 HSC.

### Activity 2 – the 4 C’s

[The 4 C’s routine](http://www.pz.harvard.edu/resources/the-4-cs)[[8]](#endnote-9) is used to structure a discussion or reflection around a text, or series of texts. In Activity 1 you were required to read through a variety of resources designed to enhance your understanding of the correlation between the course content and the HSC course. Here you are being asked to elaborate further, through reflection.

1. Respond to each of the following questions.
2. Connections – what connections do you draw between the past HSC papers and your learning?
3. Challenge – what ideas, preparation or assumptions were challenged during your reading of the papers?
4. Concepts – what key concepts or ideas do you think are important and worth revisiting and revising in the lead up to the examinations?
5. Changes – what changes to your planning and study notes or study strategies could occur to ensure you are thoroughly prepared for the examination?

# Prescribed texts

The text requirements for HSC English Extension 1 are outlined in the NESA [English Stage 6 Prescriptions – HSC 2019 - 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=)[[9]](#endnote-10) booklet.

## Text requirements for English Extension 1

These include:

* at least **three** prescribed texts, including at least **two** extended print texts (poetry is regarded as an extended print text)
* at least **two** related texts.

While it is required that you study a total of 5 texts, this does not mean the HSC examination question will instruct you to write about this many texts. Read the question carefully and ensure you fulfil the text requirements stated in the directions of the question.

### Activity 3 – create an overview of your pattern of study

Use the English Extension 1 prescribed texts list (this is formatted as they have been in the previous HSC examinations) to complete Table 1. The completed table will showcase the texts you have studied and provide an overview of the text details.

For each prescribed text, include:

* the full name of the composer
* the full title of the text.

For each related text of your choosing also include:

* the year of publication
* other relevant information such as the publishing medium (if for example it is a short story in an anthology).

If your text has multiple parts you should also list the full title of the poems, short stories, essays or episodes set for study.

Table 1 – overview of prescribed texts and related texts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text | Prose fiction  | Poetry | Drama  | Nonfiction | Film  |
| Prescribed text 1 |  |  |  |  |  |
| Prescribed text 2 |  |  |  |  |  |
| Prescribed text 3 |  |  |  |  |  |
| Related text 1  |  |  |  |  |  |
| Related text 2 |  |  |  |  |  |

**List of prescribed texts**

## Elective 1 – Literary homelands

**Prose Fiction**

* Aravind Adiga, ‘The White Tiger’
* E M Forster, ‘A Passage to India’
* Colm Toibin, ‘Brooklyn’

**Poetry**

* Eileen Chong, *Burning Rice*

The prescribed poems are:

‘Mid-autumn Mooncakes’

‘My Hakka Grandmother’

‘Shophouse, Victoria Street’

‘Chinese Ginseng’

‘Winter Meeting’

‘Singapore’

**Drama**

* Andrew Bovell, ‘The Secret River’, (by Kate Grenville – An adaptation for the stage by Andrew Bovell)

**Film**

* Sarah Gavron, ‘Brick Lane’

Elective 2 – Worlds of Upheaval

**Prose Fiction**

* Elizabeth Gaskell, ‘North and South’
* Mary Shelley, ‘Frankenstein’
* Madeleine Thien, ‘Do Not Say We Have Nothing’

**Poetry**

* Seamus Heaney, *Opened Ground: Poems 1966 – 1996*

The prescribed poems are:

‘Digging’

‘The Strand at Lough Beg’

‘Casualty’

‘Funeral Rites’

From ‘Whatever You Say Say Nothing’

‘Triptych’

**Drama**

* Samuel Beckett, ‘Waiting for Godot’

**Film**

* Fritz Lang, ‘Metropolis’

Elective 3 – Reimagined Worlds

**Prose Fiction**

* Italo Calvino, ‘If on a Winter’s Night a Traveller’
* Ursula Le Guin, ‘The Left Hand of Darkness'
* Jonathan Swift, ‘Gulliver’s Travels’

**Poetry**

* Samuel Taylor Coleridge, *Samuel Taylor Coleridge: The Complete Poems,*

The prescribed poems are:

‘The Rime of the Ancient Mariner’ (1834)

‘The Eolian Harp’

‘Kubla Khan’

‘Christabel’

* Tracy K Smith, *Life on Mars*

The prescribed poems are:

‘Sci-Fi’

‘My God, It’s Full of Stars’

‘Don’t You Wonder, Sometimes?’

‘The Universe: Original Motion Picture Soundtrack’

‘The Universe as Primal Scream’

**Film**

* Guillermo Del Toro, ‘Pan’s Labyrinth’

Elective 4 – Literary Mindscapes

**Prose Fiction**

* William Faulkner, ‘As I lay Dying’
* Gail Jones, ‘Sixty Lights’
* Katherine Mansfield, *The Collected Stories*

‘Prelude’

‘Je ne Parle pas Francais’

‘Bliss’

‘Psychology’

‘The Daughters of the Late Colonel’

**Poetry**

* Emily Dickinson, *The Complete Poems*

The prescribed poems are:

‘I felt a Funeral in my Brain’

‘This is my letter to the World’

‘I died for Beauty – but was scarce’

‘I had been hungry, all the Years’

‘Because I could not stop for Death’

‘My Life had stood – A loaded Gun’

‘A word dropped careless on a Page’

**Drama**

* William Shakespeare, ‘Hamlet’

**Film**

* Sofia Coppola, ‘Lost in Translation’

Elective 5 – Intersecting Worlds

**Prose Fiction**

* Melissa Harrison, ‘Clay’
* Alex Miller, ‘Journey to the Stone Country’
* Annie Proulx, ‘The Shipping News’

**Nonfiction**

* Tim Winton, ’Island Home’

**Poetry**

* William Wordsworth, *William Wordsworth: The Major Works*

The prescribed poems are:

‘Lines written a few miles above Tintern Abbey’

‘Three years she grew in sun and shower’

‘My heart leaps up when I behold’

‘Resolution and Independence’

‘The world is too much with us’

‘Ode (‘There was a time’)’

‘The Solitary Reaper’

‘The Prelude (1805) – Book One, lines 1− 67, 271− 441

**Film**

* Daniel Nettheim, ‘The Hunter’

Engaging in self-assessment

## Where to next?

The period between the Trial Examinations and the final HSC Examinations provides you with the opportunity to fine-tune your writing. Your teacher can assist you with this by providing individualised feedback and or support during one-on-one conferences. It is also a good idea to revisit the feedback you were provided for each assessment task. This information can help you identify areas for improvement in your writing and enable the provision of targeted support. Make sure you are regularly communicating with your teacher and acting upon the advice and feedback they have provided.

### Activity 4 – fine tuning your writing

The ‘Traffic Lights’ method will help you to reflect, revise and re-write. In this activity you will engage with the feedback you have received on your response and develop an enhanced understanding of how to act upon the feedback and refine your understanding. By the end of the process, you will have read and engaged with your response at least four times.

1. Select a response written this year which you wish to refine. Use responses from your assessments, in class tasks and or your trial examination, just make sure they contain teacher feedback.
2. Ensure you have the equipment outlined below.

#### Traffic Lights

Reflect, revise, and rewrite: from assessment of learning to assessment as learning.

What you need:

* your response
* green highlighter and green sticky notes for your ‘do’ annotations
* orange highlighter and orange sticky notes for your ‘fix’ annotations
* red or pink highlighter and red/pink sticky notes for your ‘ask’ annotations.

**Reflect and revise**

1. Read and highlight in green the sections of your response where you have done well. On a green sticky note outline how you can carry the content or approach you applied forward.
2. Read and highlight in orange identified sections that you know how to refine on your own. On an orange sticky note, explain how you will improve on the issue you have identified.
3. Read and highlight in red the teacher identified areas for improvement which require teacher support to refine. On a red sticky note labelled ‘ask’, write questions to ask your teacher and a peer marker.
4. Teacher – student conference – utilise Resource 1 and engage in a one-on-one conference conversation with your teacher. Identify ways you can move the questions from an ‘Ask’ sticky note to a ‘Fix’ sticky note.

The Traffic Lights strategy can be extended with a reflection table. Table 2 demonstrates the strategy in use for a creative task in the common module, section I task. The table helps you to provide a clear visual outline of what you can do, what you can work on doing, and where you will need to seek help in order to continue improving.

1. Read to deconstruct, revise and reflect on your response. Complete Table 2 as you go, modify the questions to reflect the focus of the task and the specifics of the question.

Table 2 – revise, reflect and rewrite activity

|  |  |  |  |
| --- | --- | --- | --- |
| Question  | Yes or no | Example from the text  | What’s next? |
| Did you brainstorm in response to the question? Which examples from your response demonstrate this deep thinking?  |   |   |   |
| Have you used the ideas in literary worlds? What features of form or structure showcase this connection, experimentation or impact, per the common module statement? |   |   |   |
| Is the style, form, purpose, audience and context clearly developed? How can the reader tell this is a (insert your style, form, audience, purpose and context) response? |   |   |   |
| Have you represented a particular literary world or the complexity of individual and collective lives in literary worlds (if applicable to the task)?  |   |   |   |
| Have you used personal, social, historical and cultural context to shape the diversity of ideas represented in your composition? |  |  |  |
| Does your creative composition experiment with language features and form to express complex ideas, emotions, motivations, attitudes, experiences or values?  |   |   |   |
| Could you express ideas more effectively?  |   |   |   |

**Rewrite**

1. Rewrite - read over your response and rewrite it addressing the issues you identified during the reflection.

#### Avoiding common pitfalls in Section II

* The following list of ‘common pitfalls’ may also assist you in identifying areas of need, identifying appropriate revision strategies and identifying appropriate resources you will consult during this process. The list has been adapted from the feedback provided in the Notes from the Marking Centre from 2019 – 2020 for Section II.
1. Read through the list of common pitfalls.
2. Identify possible strategies you could implement to avoid making these same mistakes.
3. Revisit the [marking feedback from the 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-1-2019-hsc-exam-pack)[[10]](#endnote-11) as well as the [marking feedback from the 2020 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack)[[11]](#endnote-12) and add any missing pitfalls to the list.
4. Revisit the feedback you received on your assessments, examination responses and/or in class tasks and identify your areas of strength and areas for improvement.
5. Identify which module you need to focus on the most and explore the revision support guide for that module.

Table 3 – common pitfalls self-assessment tool

|  |  |  |
| --- | --- | --- |
| Common pitfalls – students may not:  | Possible strategies  | In relation to my own work – areas of strength and areas for improvement  |
| Demonstrate a thorough knowledge of aspects of the elective description relevant to the question in the task |  |  |
| Respond explicitly to all the components in the question |  |  |
| Engage directly with the question, using the given terms of the question in their opening sentence and then throughout the response |  |  |
| Respond authentically to the question, relying instead on a rehearsed response which does not engage with the question in a clear and purposeful way |  |  |
| Select related texts that will allow you to develop substantial and sustainable points of connection to the specific terms of the elective and purposeful synthesis with the prescribed texts |  |  |
| Choose the prescribed texts that are most relevant and purposeful for engaging with the question |  |  |
| Engage in a deep analysis of each text, synthesising through an integrated discussion that is purposeful |  |  |
| Use metalanguage purposefully, including a consideration of each text’s form and the composer’s purpose |  |  |
| Write a sustained response which is substantial enough to validate the argument |  |  |
| Use language and structure in a highly effective way to develop an authentic voice |  |  |
| ****Add examples from the feedback for your elective**** |  |  |
| ****Add examples from the feedback from your elective**** |  |  |
| ****Add examples from the feedback from your elective**** |  |  |
| ****Add examples from the feedback from your elective**** |  |  |
| ****Add examples from the feedback from your elective**** |  |  |

## Resource 1 – teacher – student conference planning sheet

This planning sheet is to help you and your teacher identify the strengths of your writing and those areas that need further attention. A one-on-one conference allows your teacher to focus on your writing and suggest strategies and revision activities that can help you develop a plan to refine these aspects of your writing.

To get the most out of your conference, there are some tasks you need to complete beforehand.

You must:

1. Select one of your assessment responses to revise before your conference.
2. Revisit the feedback you received for the assessment task to ascertain if it is still useful.
3. Complete the Traffics Lights method as part of Activity 4.
4. Complete a practice response to a sample question (don’t forget the hyperlinks to NESA examinations above).
5. Reflect on the process of writing the response and complete the reflection questions below.
6. Attach this planning sheet to your response.

### Before the conference

1. Complete the following four questions. Type into the sections or add more space to the sections (before printing) if you intend to handwrite.

The question I answered in my response is:

This question has come from:

As I was writing this response, I felt the parts I have done well are:

Some questions I need to ask are:

### During the conference

1. Complete the following questions with your teacher during the conference.

Date of conference:

The strengths in my response are:

Areas of my response that I need to develop are:

My learning goal:

The strategies I am going to use to reach this goal include:

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3. [Project Zero](http://www.pz.harvard.edu/), Harvard University. [Take Note. Copyright 2016 President and Fellows of Harvard College | Harvard Graduate School of Education. Date accessed 16/07/2021.](http://www.pz.harvard.edu/resources/take-note) [↑](#endnote-ref-4)
4. [Sample-questions-new-hsc-english-ext-1-exam](https://educationstandards.nsw.edu.au/wps/wcm/connect/63869fca-d356-40f6-b851-1c0a59b60562/sample-questions-new-hsc-english-ext-1-exam.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018. Date accessed 26/07/2020. [↑](#endnote-ref-5)
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6. [English Extension 1 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-1-2019-hsc-exam-pack) webpage and the [English Extension 1 2020 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack) webpage © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020. Date accessed 26/07/2021. [↑](#endnote-ref-7)
7. [2019 English Extension 1 sample format paper](https://educationstandards.nsw.edu.au/wps/wcm/connect/5b160a63-fe12-4d63-b8ba-36753e330009/english-extension-1-2017-sample-examination-format-2019-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019. Date accessed 26/07/2021. [↑](#endnote-ref-8)
8. [Project Zero](http://www.pz.harvard.edu/). The 4 C’s. Copyright 2016 President and Fellows of Harvard College | Harvard Graduate School of Education. Date accessed 16/07/2021. [↑](#endnote-ref-9)
9. [English Stage 6 – Prescriptions: Modules, Electives and Texts 2019 – 2023](https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017. Date accessed 06/07/2021. [↑](#endnote-ref-10)
10. [English Extension 1 2019 HSC exam pack](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-1-2019-hsc-exam-pack) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020. Date accessed 26/07/2021 [↑](#endnote-ref-11)
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