

## 2014 HSC English Extension 1 Marking Guidelines

### Module A: Genre

#### Question 1, 3 and 5

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sophisticated ability to make insightful use of prescribed and own texts</li> <li>• Demonstrates sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates well-developed ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates well-developed ability to make skilful use of prescribed and own texts</li> <li>• Demonstrates well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates sound ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sound ability to make appropriate use of prescribed and own texts</li> <li>• Demonstrates sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates limited ability to make use of prescribed and own texts</li> <li>• Demonstrates limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates minimal ability to make use of prescribed and own texts</li> <li>• Demonstrates minimal control of language</li> </ul>	1–5

**Module A: Genre (continued)****Question 2, 4 and 6**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Shows sophisticated ability to compose an original piece of imaginative writing that explores ideas about doubt and includes an apology as an important element</li> <li>• Demonstrates a sophisticated understanding of the elective</li> <li>• Displays sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Shows well-developed ability to compose an original piece of imaginative writing that explores ideas about doubt and includes an apology as an important element</li> <li>• Demonstrates a well-developed understanding of the elective</li> <li>• Displays well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Shows sound ability to compose an original piece of imaginative writing that explores ideas about doubt and includes an apology as an important element</li> <li>• Demonstrates sound understanding of the elective</li> <li>• Displays sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Shows limited ability to compose an original piece of imaginative writing that explores ideas about doubt and includes an apology as an important element</li> <li>• Demonstrates limited understanding of the elective</li> <li>• Displays limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Shows minimal ability to compose an original piece of imaginative writing that explores ideas about doubt and includes an apology as an important element</li> <li>• Demonstrates minimal understanding of the elective</li> <li>• Displays minimal control of language</li> </ul>	1–5

## Module B: Texts and Ways of Thinking

### Question 7, 9 and 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sophisticated ability to make insightful use of prescribed and own texts</li> <li>• Demonstrates sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates well-developed ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates well-developed ability to make skilful use of prescribed and own texts</li> <li>• Demonstrates well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates sound ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sound ability to make appropriate use of prescribed and own texts</li> <li>• Demonstrates sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates limited ability to make use of prescribed and own texts</li> <li>• Demonstrates limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates minimal ability to make use of prescribed and own texts</li> <li>• Demonstrates minimal control of language</li> </ul>	1–5

**Module B: Texts and Ways of Thinking (continued)****Question 8, 10 and 12**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Shows sophisticated ability to compose an original piece of imaginative writing that explores ideas about hope and includes an apology as an important element</li> <li>• Demonstrates a sophisticated understanding of the elective</li> <li>• Displays sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Shows well-developed ability to compose an original piece of imaginative writing that explores ideas about hope and includes an apology as an important element</li> <li>• Demonstrates a well-developed understanding of the elective</li> <li>• Displays well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Shows sound ability to compose an original piece of imaginative writing that explores ideas about hope and includes an apology as an important element</li> <li>• Demonstrates sound understanding of the elective</li> <li>• Displays sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Shows limited ability to compose an original piece of imaginative writing that explores ideas about hope and includes an apology as an important element</li> <li>• Demonstrates limited understanding of the elective</li> <li>• Displays limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Shows minimal ability to compose an original piece of imaginative writing that explores ideas about hope and includes an apology as an important element</li> <li>• Demonstrates minimal understanding of the elective</li> <li>• Displays minimal control of language</li> </ul>	1–5

## Module C: Language and Values

### Question 13 and 15

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates sophisticated ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sophisticated ability to make insightful use of prescribed and own texts</li> <li>• Demonstrates sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates well-developed ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates well-developed ability to make skilful use of prescribed and own texts</li> <li>• Demonstrates well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates sound ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates sound ability to make appropriate use of prescribed and own texts</li> <li>• Demonstrates sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates limited ability to make use of prescribed and own texts</li> <li>• Demonstrates limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to analyse how texts engage us both intellectually and emotionally with significant ideas</li> <li>• Demonstrates minimal ability to make use of prescribed and own texts</li> <li>• Demonstrates minimal control of language</li> </ul>	1–5

**Module C: Language and Values (continued)****Question 14 and 16**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Shows sophisticated ability to compose an original piece of imaginative writing that explores ideas about compliance and includes an apology as an important element</li> <li>• Demonstrates a sophisticated understanding of the elective</li> <li>• Displays sophisticated control of language</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Shows well-developed ability to compose an original piece of imaginative writing that explores ideas about compliance and includes an apology as an important element</li> <li>• Demonstrates a well-developed understanding of the elective</li> <li>• Displays well-developed control of language</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Shows sound ability to compose an original piece of imaginative writing that explores ideas about compliance and includes an apology as an important element</li> <li>• Demonstrates sound understanding of the elective</li> <li>• Displays sound control of language</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Shows limited ability to compose an original piece of imaginative writing that explores ideas about compliance and includes an apology as an important element</li> <li>• Demonstrates limited understanding of the elective</li> <li>• Displays limited control of language</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Shows minimal ability to compose an original piece of imaginative writing that explores ideas about compliance and includes an apology as an important element</li> <li>• Demonstrates minimal understanding of the elective</li> <li>• Displays minimal control of language</li> </ul>	1–5

# English Extension 1

## 2014 HSC Examination Mapping Grid

### Module A: Genre

Question	Marks	Content	Syllabus outcomes
1	25	Elective 1: Life Writing	H1, H2, H3, H4
2	25	Elective 1: Life Writing	H1, H2, H3, H4
3	25	Elective 2: Crime Writing	H1, H2, H3, H4
4	25	Elective 2: Crime Writing	H1, H2, H3, H4
5	25	Elective 3: Science Fiction	H1, H2, H3, H4
6	25	Elective 3: Science Fiction	H1, H2, H3, H4

### Module B: Texts and Ways of Thinking

Question	Marks	Content	Syllabus outcomes
7	25	Elective 1: After the Bomb	H1, H2, H3, H4
8	25	Elective 1: After the Bomb	H1, H2, H3, H4
9	25	Elective 2: Romanticism	H1, H2, H3, H4
10	25	Elective 2: Romanticism	H1, H2, H3, H4
11	25	Elective 3: Navigating the Global	H1, H2, H3, H4
12	25	Elective 3: Navigating the Global	H1, H2, H3, H4

### Module C: Language and Values

Question	Marks	Content	Syllabus outcomes
13	25	Elective 1: Textual Dynamics	H1, H2, H3, H4
14	25	Elective 1: Textual Dynamics	H1, H2, H3, H4
15	25	Elective 2: Language and Gender	H1, H2, H3, H4
16	25	Elective 2: Language and Gender	H1, H2, H3, H4