



B O A R D O F S T U D I E S
NEW SOUTH WALES

2009 HSC English Extension 1 Marking Guidelines

Module A: Genre

Questions 1, 3 and 5

Outcomes assessed: H1, H2, H3, H4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated ability to analyse the conventions, ideas and values of the genre through exploration of the interplay of the given terms• Demonstrates sophisticated ability to compose an essay that makes insightful use of prescribed and own texts• Demonstrates highly developed control of language to express complex ideas with clarity	21–25
<ul style="list-style-type: none">• Demonstrates a substantial ability to analyse the conventions, ideas and values of the genre through exploration of the interplay of the given terms• Demonstrates substantial ability to compose an essay that makes skilful use of prescribed and own texts• Demonstrates effective control of language to express complex ideas with clarity	16–20
<ul style="list-style-type: none">• Provides a sound response that attempts to analyse the conventions, ideas and values of the genre through some exploration of the interplay of the given terms• Demonstrates sound ability to compose an essay that makes appropriate use of prescribed and own texts• Demonstrates competent control of language to express some complex ideas	11–15
<ul style="list-style-type: none">• Provides a limited response that describes the conventions, ideas and values of the genre and may attempt exploration of the interplay of the given terms• Demonstrates limited ability to compose an essay that makes use of prescribed and own texts• Demonstrates limited control of language to express ideas	6–10
<ul style="list-style-type: none">• Provides a minimal response that describes some of the conventions, ideas and values of the genre and may refer to the given terms• Demonstrates minimal ability to compose an essay that makes use of prescribed and own texts• Demonstrates minimal control of language to express ideas	1–5

Module A: Genre (continued)**Questions 2, 4 and 6***Outcomes assessed: H1, H2, H3, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Shows sophisticated ability to compose an original response that focuses on the given term and uses the provided text in a highly effective mannerDemonstrates with flair and insight a highly developed understanding of the ways ideas, values and conventions associated with the prescribed genre can be expressedDisplays highly developed control of language to express complex ideas with clarity	21–25
<ul style="list-style-type: none">Shows substantial ability to compose an original response that focuses on the given term and uses the provided text in an effective mannerDemonstrates with insight a well-developed understanding of the ways ideas, values and conventions associated with the prescribed genre can be expressedDisplays effective control of language to express complex ideas with clarity	16–20
<ul style="list-style-type: none">Shows sound ability to compose an original response that focuses on the given term and uses the provided text in a sound mannerDemonstrates sound understanding of the ways conventions, ideas and values associated with the prescribed genre can be expressedDisplays competent control of language to express some complex ideas	11–15
<ul style="list-style-type: none">Shows limited ability to compose an original response that focuses on the given term and uses the provided text in a limited mannerDemonstrates limited understanding of the ways ideas, values and conventions associated with the prescribed genre can be expressedDisplays limited control of language to express ideas	6–10
<ul style="list-style-type: none">Shows minimal ability to compose an original response that may involve some reference to the given term and use of the provided text.Demonstrates minimal understanding of the ways conventions, ideas and values associated with the prescribed genre can be expressedDisplays minimal control of language to express ideas	1–5

Module B: Texts and Ways of Thinking

Questions 7, 9 and 11

Outcomes assessed: H1, H2, H3, H4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated ability to analyse ways of thinking in the elective through exploration of the interplay of the given terms• Demonstrates sophisticated ability to compose an essay that makes insightful use of prescribed and own texts• Demonstrates highly developed control of language to express complex ideas with clarity	21–25
<ul style="list-style-type: none">• Demonstrates a substantial ability to analyse ways of thinking in the elective through exploration of the interplay of the given terms• Demonstrates substantial ability to compose an essay that makes skilful use of prescribed and own texts• Demonstrates effective control of language to express complex ideas with clarity	16–20
<ul style="list-style-type: none">• Provides a sound response that attempts to analyse ways of thinking in the elective through some exploration of the interplay of the given terms• Demonstrates sound ability to compose an essay that makes appropriate use of prescribed and own texts• Demonstrates competent control of language to express some complex ideas	11–15
<ul style="list-style-type: none">• Provides a limited response that describes ways of thinking in the elective and may attempt exploration of the interplay of the given terms• Demonstrates limited ability to compose an essay that makes use of prescribed and own texts• Demonstrates limited control of language to express ideas	6–10
<ul style="list-style-type: none">• Provides a minimal response that describes some ways of thinking in the elective and that may refer to the given terms• Demonstrates minimal ability to compose an essay that makes use of prescribed and own texts• Demonstrates minimal control of language to express ideas	1–5

Module B: Texts and Ways of Thinking (continued)

Questions 8, 10 and 12

Outcomes assessed:

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Shows sophisticated ability to compose an original response that focuses on the given term and uses the provided text in a highly effective manner Demonstrates with flair and insight a highly developed understanding of how the ways of thinking in the elective have shaped and are reflected in texts Displays highly developed control of language to express complex ideas with clarity 	21–25
<ul style="list-style-type: none"> Shows substantial ability to compose an original response that focuses on the given term and uses the provided text in an effective manner Demonstrates with insight a well-developed understanding of how the ways of thinking in the elective have shaped and are reflected in texts Displays effective control of language to express complex ideas with clarity 	16–20
<ul style="list-style-type: none"> Shows sound ability to compose an original response that focuses on the given term and uses the provided text in a sound manner Demonstrates sound understanding of how the ways of thinking in the elective have shaped and are reflected in texts Displays competent control of language to express some complex ideas 	11–15
<ul style="list-style-type: none"> Shows limited ability to compose an original response that focuses on the given term and uses the provided text in a limited manner Demonstrates limited understanding of how the ways of thinking in the elective have shaped and are reflected in texts Displays limited control of language to express ideas 	6–10
<ul style="list-style-type: none"> Shows minimal ability to compose an original response that may involve some reference to the given term and use of the provided text Demonstrates minimal understanding of how the ways of thinking in the elective have shaped and are reflected in texts Displays minimal control of language to express ideas 	1–5

Module C: Language and Values

Questions 13 and 15

Outcomes assessed: H1, H2, H3, H4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sophisticated ability to analyse the relationship between language, culture and values through exploration of the interplay of the given terms • Demonstrates sophisticated ability to compose an essay that makes insightful use of prescribed and own texts • Demonstrates highly developed control of language to express complex ideas with clarity 	21–25
<ul style="list-style-type: none"> • Demonstrates a substantial ability to analyse the relationship between language, culture and values through exploration of the interplay of the given terms • Demonstrates substantial ability to compose an essay that makes skilful use of prescribed and own texts • Demonstrates effective control of language to express complex ideas with clarity 	16–20
<ul style="list-style-type: none"> • Provides a sound response that attempts to analyse the relationship between language, culture and values through some exploration of the interplay of the given terms • Demonstrates sound ability to compose an essay that makes appropriate use of prescribed and own texts • Demonstrates competent control of language to express some complex ideas 	11–15
<ul style="list-style-type: none"> • Provides a limited response that describes the relationship between language, culture and values and may attempt exploration of the interplay of the given terms • Demonstrates limited ability to compose an essay that makes use of prescribed and own texts • Demonstrates limited control of language to express ideas 	6–10
<ul style="list-style-type: none"> • Provides a minimal response that describes some aspects of the relationship between language, culture and values and may refer to the given terms • Demonstrates minimal ability to compose an essay that makes use of prescribed and own texts • Demonstrates minimal control of language to express ideas 	1–5

Module C: Language and Values (continued)**Questions 14 and 16***Outcomes assessed: H1, H2, H3, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Shows sophisticated ability to compose an original response that focuses on the given term and uses the provided text in a highly effective manner• Demonstrates with flair and insight a highly developed understanding of the ways in which language shapes and reflects culture and values• Displays highly developed control of language to express complex ideas with clarity	21–25
<ul style="list-style-type: none">• Shows substantial ability to compose an original response that focuses on the given term and uses the provided text in an effective manner• Demonstrates with insight a well-developed understanding of the ways in which language shapes and reflects culture and values• Displays effective control of language to express complex ideas with clarity	16–20
<ul style="list-style-type: none">• Shows sound ability to compose an original response that focuses on the given term and uses the provided text in a sound manner• Demonstrates sound understanding of the ways in which language shapes and reflects culture and values• Displays competent control of language to express some complex ideas	11–15
<ul style="list-style-type: none">• Shows limited ability to compose an original response that focuses on the given term and uses the provided text in a limited manner• Demonstrates limited understanding of the ways in which language shapes and reflects culture and values• Displays limited control of language to express ideas	6–10
<ul style="list-style-type: none">• Shows minimal ability to compose an original response that may involve some reference to the given term and use of the provided text• Demonstrates minimal understanding of the ways in which language shapes and reflects culture and values• Displays minimal control of language to express ideas	1–5

English Extension 1

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Module A: Genre			
1	25	Life Writing	H1, H2, H3, H4
2	25	Life Writing	H1, H2, H3, H4
3	25	Crime Writing	H1, H2, H3, H4
4	25	Crime Writing	H1, H2, H3, H4
5	25	Science Fiction	H1, H2, H3, H4
6	25	Science Fiction	H1, H2, H3, H4
Module B: Texts and Ways of Thinking			
7	25	After the Bomb	H1, H2, H3, H4
8	25	After the Bomb	H1, H2, H3, H4
9	25	Romanticism	H1, H2, H3, H4
10	25	Romanticism	H1, H2, H3, H4
11	25	Navigating the Global	H1, H2, H3, H4
12	25	Navigating the Global	H1, H2, H3, H4
Module C: Language and Values			
13	25	Textual Dynamics	H1, H2, H3, H4
14	25	Textual Dynamics	H1, H2, H3, H4
15	25	Language and Gender	H1, H2, H3, H4
16	25	Language and Gender	H1, H2, H3, H4