

BOARD OF STUDIES  
NEW SOUTH WALES

# 2001 HSC Specimen Paper

**English Extension 1**

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# English Extension 1

## **Introduction**

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in English Extension 1. A mapping grid is also included, showing how each question relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper provides examples of the type of examination that could be prepared within the examination specifications in the English Stage 6 Syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the English Extension 1 specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of each module of the paper to clearly indicate the factors that will be used to assess responses to the questions. These criteria are in addition to criteria specific to each question.

- For each of the modules A, B and C, there will be two 25 mark questions.
- There may be compulsory questions that are applicable to all of the electives in the module. Alternatively, there may be separate and specific optional questions that require student response to their chosen elective in the module.
- In modules A, B and C, questions may require a critical, interpretive or imaginative response or any combination of the three.
- Particular questions may direct students to refer to particular parts of prescribed texts. For example, specific poems or essays may be referred to in the question.

# English Extension 1

## HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	English Extension 1 syllabus outcomes	Targeted performance bands
<b>Module A: Genre</b>				
1	25	Elective 1: Revenge Tragedy, or	1, 2, 3, 4	E2 – E4
2	25	Elective 2: Crime Fiction, or	1, 2, 3, 4	E2 – E4
3	25	Elective 3: The Essay	1, 2, 3, 4	E2 – E4
4	25	Genre	1, 2, 3, 4	E2 – E4
<b>Module B: Texts and Ways of Thinking</b>				
5	25	Elective 1: The Individual and Society, or Elective 2: Postmodernism, or Elective 3: Retreat from the Global	1, 2, 3, 4	E2 – E4
6	25	Texts and Ways of Thinking	1, 2, 3, 4	E2 – E4
<b>Module C: Language and Values</b>				
7	25	Elective 1: Acts of Reading and Writing, or Elective 2: The Language of Sport, or Elective 3: Gendered Language	1, 2, 3, 4	E2 – E4
8	25	Elective 1: Acts of Reading and Writing, or	1, 2, 3, 4	E2 – E4
9	25	Elective 2: The Language of Sport, or	1, 2, 3, 4	E2 – E4
10	25	Elective 3: Gendered Language	1, 2, 3, 4	E2 – E4



## Sample marking guidelines for English Extension 1

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in English Extension 1. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

## Sample marking guidelines – English Extension 1

### Module A: Genre

#### Question 1 – Elective 1: Revenge Tragedy (25 marks)

‘The study of revenge is the study of human thought and action in the face of injustice.’

How effectively does the revenge tragedy you have studied this year demonstrate the truth of this statement?

You should refer to TWO of your prescribed texts, and other related texts of your own choosing.

The prescribed texts are:

- **Drama**
  - Euripedes, *Medea*
  - Cyril Tourneur, *The Revenger’s Tragedy*
  - Pierre Corneille, *The Cid*
- **Film**
  - Fred Zinneman, *High Noon*

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In your answers you will be assessed on how well you:

- demonstrate understanding of the conventions of the genre and the ideas and values associated with the genre
  - sustain an extended composition appropriate to the question, demonstrating control in the use of language
-

**Outcomes assessed: Extension 1 outcomes 1, 2, 3, 4**

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Critically considers values expressed in particular texts and the ways in which texts of the genre are valued in different contexts</li> <li>• Shows sophisticated evaluation of the relationships that exist in and between texts, and the conventions of the genre</li> <li>• Shows sophisticated ability to explore the features of the genre</li> <li>• Sustains an extended composition, in a style appropriate to the question, displaying highly developed control of language to express complex ideas with clarity</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Explores values expressed in particular texts and the ways in which texts of the genre are valued in different contexts</li> <li>• Shows an ability to evaluate the relationships that exist in and between texts and the conventions of the genre</li> <li>• Shows substantial ability to explore the major features of the genre</li> <li>• Sustains an extended composition, in a style appropriate to the question, displaying skilful control of language to express complex ideas with clarity</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>• Shows awareness of the values expressed in particular texts and understands the different ways in which texts of the genre can be valued</li> <li>• Provides a considered personal response that attempts to evaluate the relationships that exist in and between texts and the conventions of the genre</li> <li>• Shows sound ability to explore the major features of the genre</li> <li>• Writes an extended composition, in a style appropriate to the question, displaying competent control of language to express ideas</li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>• Acknowledges that texts can be valued in different ways and in different contexts</li> <li>• Provides a personal response that describes some of the relationships that exist in and between texts and the conventions of the genre</li> <li>• Shows some ability to explore some of the features of the genre</li> <li>• Writes a composition, in a style appropriate to the question, displaying reasonable control of language to express ideas</li> </ul>	6 – 10

<ul style="list-style-type: none"><li>• Offers limited understanding that texts can be valued in different ways</li><li>• Provides personal opinions that display limited ability to describe the relationships that exist in and between texts and the conventions of the genre</li><li>• Shows limited ability to explore features of the genre</li><li>• May display reasonable control of language which may not be in a style and form appropriate to the question, to express ideas that may have limited relevance to the question</li></ul>	1 – 5
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**Module A: Genre**

**Question 4** (25 marks)

Compose the opening of a new text in the genre that you have studied.

At the top of the first page of your response you must indicate which elective you have studied, and you should identify the audience, context and purpose you are targeting.

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In your answers you will be assessed on how well you:

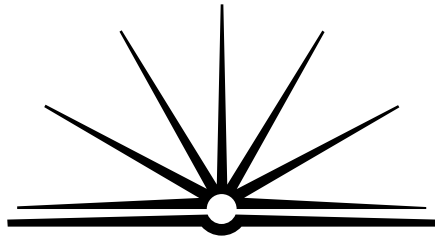
- demonstrate understanding of the conventions of the genre and the ideas and values associated with the genre
  - sustain an extended composition appropriate to the question, demonstrating control in the use of language
- 

***Outcomes assessed: Extension 1 outcomes 1, 2, 3, 4***

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Shows sophisticated ability to compose an extended text consistent with the conventions of a particular genre</li> <li>• Demonstrates with flair and insight the ways ideas and values associated with the genre can be expressed in an extended text</li> <li>• Displays highly developed control of language to express complex ideas with clarity and originality, in a style and form appropriate to the genre, purpose, audience and context</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Shows substantial ability to compose an extended text consistent with the conventions of a particular genre</li> <li>• Demonstrates with insight the ways ideas and values associated with the genre can be expressed in an extended text</li> <li>• Displays skilful control of language to express complex ideas with clarity in a style and form appropriate to the genre, purpose, audience and context</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>• Shows sound ability to compose an extended text consistent with the conventions of a particular genre</li> <li>• Demonstrates sound ability to express the ways ideas and values associated with the genre can be expressed in an extended text</li> <li>• Displays competent control of language to express ideas in a style and form appropriate to the genre, purpose, audience and context</li> </ul>	11 – 15

<ul style="list-style-type: none"><li>• Shows some ability to compose an extended text consistent with the conventions of a particular genre</li><li>• Demonstrates some ability to express the ways ideas and values associated with the genre can be expressed in an extended text</li><li>• Displays reasonable control of language to express ideas in a style and form appropriate to the genre, purpose, audience and context</li></ul>	6 – 10
<ul style="list-style-type: none"><li>• Shows limited ability to compose an extended text consistent with the conventions of a particular genre</li><li>• Demonstrates limited ability to express the ways ideas and values associated with the genre can be expressed in an extended text</li><li>• May display reasonable control of language to express ideas that may have limited relevance to the question, in a style and form which may not be appropriate to the genre, purpose, audience and context</li></ul>	1 – 5



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

**2001**  
HIGHER SCHOOL CERTIFICATE  
SPECIMEN EXAMINATION

# English Extension 1

## General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using blue or black pen

Answer **TWO** questions from the  
module you have studied

Allow about **1 hour** for each question

**Module A** Pages 2 – 4

Total marks **(50)**

- Attempt **ONE** question from Questions 1 – 3
- Attempt Question 4

**OR**

**Module B** Pages 5 – 7

Total marks **(50)**

- Attempt Questions 5 – 6

**OR**

**Module C** Pages 8 – 10

Total marks **(50)**

- Attempt Question 7
- Attempt **ONE** question from Questions 8 – 10

## Module A: Genre

**Total marks (50)**

**Attempt ONE question from Questions 1 – 3**

**Allow about 1 hour for this question**

**Attempt Question 4**

**Allow about 1 hour for this question**

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate understanding of the conventions of the genre and the ideas and values associated with the genre
  - sustain an extended composition appropriate to the question, demonstrating control in the use of language
- 

### Question 1 — Elective 1: Revenge Tragedy (25 marks)

‘The study of revenge is the study of human thought and action in the face of injustice.’

How effectively does the revenge tragedy you have studied this year demonstrate the truth of this statement?

You should refer to TWO of your prescribed texts, and other related texts of your own choosing.

The prescribed texts are:

- **Drama**
  - Euripides, *Medea*
  - Cyril Tourneur, *The Revenger’s Tragedy*
  - Pierre Corneille, *The Cid*
- **Film**
  - Fred Zinneman, *High Noon*

**OR**

**Question 2 — Elective 2: Crime Fiction (25 marks)**

‘Crime fiction focuses on the solving of a particular mystery, but it also raises questions about the society it depicts.’

Evaluate the way crime fiction reflects and comments on its society.

You should refer to TWO of the prescribed texts, and other related texts of your own choosing.

The prescribed texts are:

- **Film** – Howard Hawks, *The Big Sleep*
- **Prose Fiction** – David Guterson, *Snow Falling On Cedars*  
– P. D. James, *The Skull Beneath the Skin*
- **Drama** – Tom Stoppard, *The Real Inspector Hound*

**OR**

**Question 3 — Elective 3: The Essay (25 marks)**

The essay form enjoyed a resurgence in popularity in the 20th Century. In what ways has it adapted to new cultures and media, and how effective has this adaptation been?

You should refer to the essays set for study in your THREE prescribed texts, as well as to other related essays of your own choosing.

The prescribed essays are:

- **Nonfiction** – Michel de Montaigne, *The Essays: A Selection*
  - \* *We reach the same end by discrepant means*
  - \* *On the Cannibals*
  - \* *On the lame*
  - \* *On experience*
- Virginia Woolf, *A Room of One’s Own*
- George Orwell, *The Penguin Essays of George Orwell*
  - \* *Why I write*
  - \* *Notes on Nationalism*
  - \* *Good Bad Books*
  - \* *The Sporting Spirit*
  - \* *Politics and the English Language*
  - \* *Writers and Leviathan*
- **Media (TV)** – Betty Churcher, *Betty Churcher’s Take 5*

**Module A continues on page 4**

**Question 4** (25 marks)

Compose the opening of a new text in the genre that you have studied.

At the top of the first page of your response you must indicate which elective you have studied, and you should identify the audience, context and purpose you are targeting.

## Module B: Texts and Ways of Thinking

**Total marks (50)**

**Attempt Questions 5 – 6**

**Allow about 1 hour for Question 5 and about 1 hour for Question 6**

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate understanding of how particular ways of thinking have shaped and are reflected in texts
  - sustain an extended composition appropriate to the question, demonstrating control in the use of language
- 

### Question 5 (25 marks)

How effectively do the texts you have studied for your elective reflect and/or challenge the dominant ways of thinking of the time in which they were composed?

You should refer to TWO of your prescribed texts, and other related texts of your own choosing.

The prescribed texts are:

#### Elective 1: The Individual and Society

- **Media** – Simon Langton, *Pride and Prejudice*
- **Prose Fiction** – Henry James, *The Portrait of a Lady*  
– Elizabeth Gaskell, *North and South*
- **Drama** – Henrik Ibsen, *A Doll's House*
- **Poetry** – Robert Browning, *Browning: Selected Poems*
  - \* *Meeting at Night*
  - \* *Parting at Morning*
  - \* *My Last Duchess*
  - \* *The Laboratory*
  - \* *Porphyria's Lover*
  - \* *The Bishop Orders his Tomb at Saint Praxed's Church*
  - \* *Andrea del Sarto*

**OR**

**Question 5 continues on page 6**

Question 5 (continued)

**Elective 2: Postmodernism**

- **Prose Fiction** – A. S. Byatt, *Possession*  
– John Fowles, *The French Lieutenant's Woman*
- **Drama** – David Williamson, *Dead White Males*
- **Film** – Sally Potter, *Orlando*

**OR**

**Elective 3: Retreat from the Global**

- **Prose Fiction** – E. Annie Proulx, *The Shipping News*  
– Keri Hulme, *The Bone People*
- **Prose Fiction** – Alistair MacLeod, *The Lost Salt Gift of Blood*
- **Poetry** – Seamus Heaney: *Selected Poems*
  - \* *Digging*
  - \* *Personal Helicon*
  - \* *Blackberry-picking*
  - \* *Requiem for the Croppies*
  - \* *The Tollund Man*
  - \* *Funeral Rites*
  - \* *Punishment*
- **Film** – Rob Sitch, *The Castle*

**End of Question 5**

**Question 6** (25 marks)

Compose your own text related to the way of thinking you have studied. Use ONE of the following ‘starters’ as a stimulus for writing in a form of your own choosing.

At the top of the first page of your response you must indicate which elective you have studied, and you should identify the audience, context and purpose you are targeting.

**Starters:**

It was the best of times, it was the worst of times, ...

**or**

Once upon a time ...

**or**

To everything there is a season,  
A time for every purpose ...

## Module C: Language and Values

**Total marks (50)**

**Attempt Question 7**

**Allow about 1 hour for Question 7**

**Attempt ONE question from Questions 8 – 10**

**Allow about 1 hour for this question**

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- demonstrate understanding of the ways in which language shapes and reflects culture and values
  - sustain an extended composition appropriate to the question, demonstrating control in the use of language
- 

### Question 7 (25 marks)

‘Language shapes and reflects the social values of its culture.’

To what extent and in what ways is this true of TWO of the prescribed texts from your chosen elective, and other related texts of your own choosing? You must refer to the compulsory text and ONE other prescribed text for your elective.

### Elective 1: Acts of Reading and Writing

The prescribed texts are:

- **Nonfiction** – Alberto Manguel, *A History of Reading* – **Compulsory text**

and ONE of the following:

- **Prose Fiction** – Italo Calvino, *If on a Winter's Night a Traveller*  
– Fay Weldon, *Letters to Alice*
- **Multimedia** – Shelley Jackson, *Patchwork Girl*

**OR**

## Elective 2: The Language of Sport

The prescribed texts are:

- **Prose Fiction** – Nick Coleman and Nick Hornby (Eds.), *The Picador Book of Sports Writing* – **Compulsory text**

and ONE of the following:

- **Media** – John Clarke and Ross Stevenson, *The Games*
- **Film** – Robert Gast, *When We Were Kings*
- **Nonfiction** – John Feinstein, *A Good Walk Spoiled: Days and Nights on the PGA Tour*

**OR**

## Elective 3: Gendered Language

The prescribed texts are:

- **Nonfiction** – Deborah Tannen, *You Just Don't Understand: Women and Men in Conversation* – **Compulsory text**

and ONE of the following:

- **Poetry** – John Tranter, *The Floor of Heaven*
- **Drama** – William Shakespeare, *Twelfth Night*
- **Film** – Shekar Kapur, *Elizabeth*

### Question 8 — Elective 1: Acts of Reading and Writing (25 marks)

Compose a speech to be delivered at a Conference on the Future in which you speculate about the forms, features and structures of texts in the future. You should base the speech on your understanding of the ways different assumptions about reading and writing affect the language of texts.

**OR**

### Question 9 — Elective 2: The Language of Sport (25 marks)

Compose a speech to be delivered at a Conference on the Future in which you speculate about the forms, features and structures of sporting texts in the future. You should base the speech on your understanding of the relationships between sport and society, and their effects on the language of sport.

**OR**

**Question 10 — Elective 3: Gendered Language (25 marks)**

Compose a speech to be delivered at a Conference on the Future in which you speculate on the forms, features and structures of a future non-gendered language. You should base the speech on your understanding of the influence of social roles and expectations and the relationships between power, gender and language.

**End of paper**