

## **Answers to Frequently Asked Questions on the English (Extension 2) Major Work.**

### **1. *What materials has the Board of Studies published in relation to the English Extension 2 course?***

The central source of information for the course is contained in the Stage 6 English Syllabus (1999). In addition, the following documents have now been placed on the Board's website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

- Draft Performance Bands English Extension 2
- Marking Guidelines English Extension 2

Teachers are reminded of the importance of reading the syllabus closely in conjunction with the web documents referred to above.

### **2. *What requirements should be set for the internal assessment tasks for the English (Extension) 2 course?***

The three required assessment tasks are the Proposal, the Viva Voce and the Report and the weighting for each is detailed on p 128 of the Syllabus

In constructing the requirements and criteria for each task there should be a direct relationship with the course outcomes that the task is addressing. Marking guidelines, which relate to the course outcomes, should be developed for each task.

As is currently the case for the development of internal assessment tasks, the structures and parameters for each task are a matter for individual schools. They should be consistent for each student. Advice on the construction of assessment tasks is contained in the Board publication *The New Higher School Certificate Assessment Support Document* (BOS 1999).

### **3. *How do I advise my students on whether their proposal meets syllabus requirements and examination specifications?***

Your advice to students would be drawn from the Syllabus requirements for the Major Work which are set out on p.92 of the Syllabus.

They require students to:

- work independently to plan and complete a Major Work in the form of an extended composition
- compose the Major Work as an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses
- undertake ongoing, systematic and rigorous investigation into their chosen area
- document this investigation process 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.

They allow students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

**4. *What is the relationship between the Major Work and the knowledge, understanding and skills developed in the English (Advanced) and Extension) courses?***

The “knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses” are expressed through the outcomes of those courses, in particular, the unique outcomes of the Advanced course and the Extension course that deal with the evaluation of and the values of texts. The knowledge, skills and understanding will be refined and extended through the investigation the student undertakes to inform the development of the Major Work. This may be based on the stimulus of particular modules or electives that were studied in the other courses or it could develop through an independent related investigation which has extended the knowledge, skills and understanding developed in the Advanced and Extension courses.

The Proposal is the most obvious place in which a student would make explicit the knowledge, skills or understanding acquired through the other courses and the ways in which this will be developed and extended through the Major Work to be undertaken.

Reference should be made to the details set out on p.92 of the Syllabus.

The HSC Examination Specifications for English Extension Course 2 are set out on pp 129 – 138 of the Syllabus.

Students need to be made aware of the requirements and limitations that are placed on the medium and type of text through which they will submit their Major Work. These details are set out on pp 132-137 of the Syllabus

**5. *Does the requirement for the Major Work to be ‘an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses apply only to critical responses?***

This requirement applies to all English Major Works whether imaginative, investigative, interpretive, analytical or any combination of these in whatever approved medium.

**6. *What do ‘originality’ (Outcome 1 Syllabus p.93) and ‘original’ (Major Work parameters Syllabus p.131) mean in relation to the Major Work?***

The notions of ‘original’ and ‘originality’ in relation to the Major Work refer to the students’ work and research in developing their idea or topic from other work undertaken or considered as an ‘extension of the knowledge, understanding and skills developed in the English (Advanced) and English (Extension) courses.’ (Syllabus p.92). It encompasses their own development of the Major Work into the final product submitted for assessment. Schools will monitor the originality of the student’s work and its development through their interactions with students during the proposal for and development of the work, the monitoring of the student’s journal and the demonstration of development through the assessment tasks.

### **7. *What course outcomes can the Proposal address?***

The proposal is appropriate to address aspects of outcome 2 by allowing students to reflect on and demonstrate the ways in which it is intended that the Major Work will be an extension of the knowledge, skills and understanding developed in their other English courses. It also allows students to begin to monitor, reflect on and document their process of inquiry.

### **8. *What is the purpose of the journal?***

The journal has three functions. Its primary function is as a medium in which students can engage with, draft and reflect on their Major Work, and on their independent investigation and investigation processes. It is anticipated that students might use it as the basis from which they will develop their final versions of their three assessment tasks, their Reflection Statement and even the Major Work itself.

Its second function is to assist teachers to monitor the development of the work and its originality, and to assist them to certify that the 'submitted work is wholly the work of the student entered for the HSC and has been completed under the supervision of the English teacher' (Syllabus p.130).

The third function is that it may be used to establish the authenticity of the Major Work when it is submitted to the Board of Studies (Syllabus p.130).

Other advice on possible ways in which the journal may be used is detailed on pp 130-131 of the Syllabus.

### **9. *What is the relationship between the Major Work and the Reflection Statement?***

The relationship between the Major Work and the Reflection Statement is detailed on p.131 of the Syllabus. The Major Work and the Reflection Statement will be assessed as a whole. English Extension 2 Draft Performance Bands and Marking Guidelines have been published and are available on the Board's website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). These documents assist in informing teachers of the integrated assessment of the Major Work and the Reflection Statement.

### **10. *What is the relationship between the Reflection Statement and the three assessment tasks?***

The Reflection Statement:

- summarises the intent of the work and the relationship it has with the extensive independent investigation
- must include an outline of the intended audience for the Major Work and the purpose for which it was composed
- supports the Major Work explaining the relationships of concept, structure, technical and language features and conventions
- should explain the development of concepts during the process of composition making the links clear between independent investigation and the development of the finished product

- should indicate how the student realised the concepts in the final product.

It will therefore call on information that has been presented in each of the other three tasks in terms of intent, work in progress during the process of investigation and composition, and on information contained in the final report. Responses from teachers and students to the three assessment tasks may assist students in formulating their reflection statement

**11. *When will the Major Work be due?***

Students hand in the Major Work to their supervising teacher by Monday 3 September 2001.

**12. *Who will mark the Major Work and the Reflection Statement?***

The Board will seek applications from suitably qualified teachers and will appoint markers accordingly.

**13. *Should students avoid identification of themselves or their school in the journal?***

Students should avoid identification of themselves or their school in the journal. Where such information has been included through the course of the journal's development it would be appropriate that it be whited or blotted out from the copy submitted to the Board.