BOARD OF STUDIES
TEACHING &
EDUCATIONAL
STANDARDS NSW

# 2016 HSC English Extension 1
# Marking Guidelines

## Module A: Genre

### Questions 1, 3 and 5

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to evaluate how the darkness and the light in texts shape understanding of the genre of Life Writing/Comedy/Science Fiction <br> • Demonstrates sophisticated ability to make insightful use of prescribed and own texts <br> • Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to evaluate how the darkness and the light in texts shape understanding of the genre of Life Writing/Comedy/Science Fiction <br> • Demonstrates well-developed ability to make skilful use of prescribed and own texts <br> • Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to evaluate how the darkness and the light in texts shape understanding of the genre of Life Writing/Comedy/Science Fiction <br> • Demonstrates sound ability to make appropriate use of prescribed and own texts <br> • Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to evaluate how the darkness and the light in texts shape understanding of the genre of Life Writing/Comedy/Science Fiction <br> • Demonstrates limited ability to make use of prescribed and own texts <br> • Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to evaluate how the darkness and the light in texts shape understanding of the genre of Life Writing/Comedy/Science Fiction <br> • Demonstrates minimal ability to make use of prescribed and own texts <br> • Demonstrates minimal control of language | 1–5 |

# Module A: Genre (continued)

## Questions 2, 4 and 6

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates a sophisticated understanding of the elective Life Writing/Comedy/Science Fiction<br>• Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates well-developed understanding of the elective Life Writing/Comedy/Science Fiction<br>• Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates sound understanding of the elective Life Writing/Comedy/Science Fiction<br>• Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates limited understanding of the elective Life Writing/Comedy/Science Fiction<br>• Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates minimal understanding of the elective Life Writing/Comedy/Science Fiction<br>• Demonstrates minimal control of language | 1–5 |

# Module B: Texts and Ways of Thinking

## Questions 7, 9 and 11

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to evaluate how the darkness and the light in texts shape understanding of the ways of thinking in After the Bomb/Romanticism/ Navigating the Global<br><br>• Demonstrates sophisticated ability to make insightful use of prescribed and own texts<br><br>• Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to evaluate how the darkness and the light in texts shape understanding of the ways of thinking in After the Bomb/Romanticism/ Navigating the Global<br><br>• Demonstrates well-developed ability to make skilful use of prescribed and own texts<br><br>• Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to evaluate how the darkness and the light in texts shape understanding of the ways of thinking in After the Bomb/Romanticism/Navigating the Global<br><br>• Demonstrates sound ability to make appropriate use of prescribed and own texts<br><br>• Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to evaluate how the darkness and the light in texts shape understanding of the ways of thinking in After the Bomb/Romanticism/Navigating the Global<br><br>• Demonstrates limited ability to make use of prescribed and own texts<br><br>• Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to evaluate how the darkness and the light in texts shape understanding of the ways of thinking in After the Bomb/Romanticism/Navigating the Global<br><br>• Demonstrates minimal ability to make use of prescribed and own texts<br><br>• Demonstrates minimal control of language | 1–5 |

# Module B: Texts and Ways of Thinking (continued)

**Questions 8, 10 and 12**

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates sophisticated understanding of the elective After the Bomb/ Romanticism/Navigating the Global<br>• Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates well-developed understanding of the elective After the Bomb/ Romanticism/Navigating the Global<br>• Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates sound understanding of the elective After the Bomb/ Romanticism/Navigating the Global<br>• Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates limited understanding of the elective After the Bomb/ Romanticism/Navigating the Global<br>• Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates minimal understanding of the elective After the Bomb/ Romanticism/Navigating the Global<br>• Demonstrates minimal control of language | 1–5 |

## Module C: Language and Values

**Questions 13 and 15**

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to evaluate how the darkness and the light in texts shape understanding of the language and values in Textual Dynamics/Language and Gender<br>• Demonstrates sophisticated ability to make insightful use of prescribed and own texts<br>• Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to evaluate how the darkness and the light in texts shape understanding of the language and values in Textual Dynamics/Language and Gender<br>• Demonstrates well-developed ability to make skilful use of prescribed and own texts<br>• Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to evaluate how the darkness and the light in texts shape understanding of the language and values in Textual Dynamics/Language and Gender<br>• Demonstrates sound ability to make appropriate use of prescribed and own texts<br>• Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to evaluate how the darkness and the light in texts shape understanding of the language and values in Textual Dynamics/Language and Gender<br>• Demonstrates limited ability to make use of prescribed and own texts<br>• Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to evaluate how the darkness and the light in texts shape understanding of the language and values in Textual Dynamics/Language and Gender<br>• Demonstrates minimal ability to make use of prescribed and own texts<br>• Demonstrates minimal control of language | 1–5 |

# Module C: Language and Values (continued)

## Questions 14 and 16

| Criteria | Marks |
|---|---|
| • Demonstrates sophisticated ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates sophisticated understanding of the elective Textual Dynamics/Language and Gender<br>• Demonstrates sophisticated control of language | 21–25 |
| • Demonstrates well-developed ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates well-developed understanding of the elective Textual Dynamics/Language and Gender<br>• Demonstrates well-developed control of language | 16–20 |
| • Demonstrates sound ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates sound understanding of the elective Textual Dynamics/Language and Gender<br>• Demonstrates sound control of language | 11–15 |
| • Demonstrates limited ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates limited understanding of the elective Textual Dynamics/Language and Gender<br>• Demonstrates limited control of language | 6–10 |
| • Demonstrates minimal ability to compose a piece of imaginative writing that includes a significant character from a prescribed text, an unexpected meeting and the provided line<br>• Demonstrates minimal understanding of the elective Textual Dynamics/Language and Gender<br>• Demonstrates minimal control of language | 1–5 |

# 2016 HSC English Extension 1
# 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: Comedy | H1, H2, H3, H4 |
| 4 | 25 | Elective 2: Comedy | 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 |