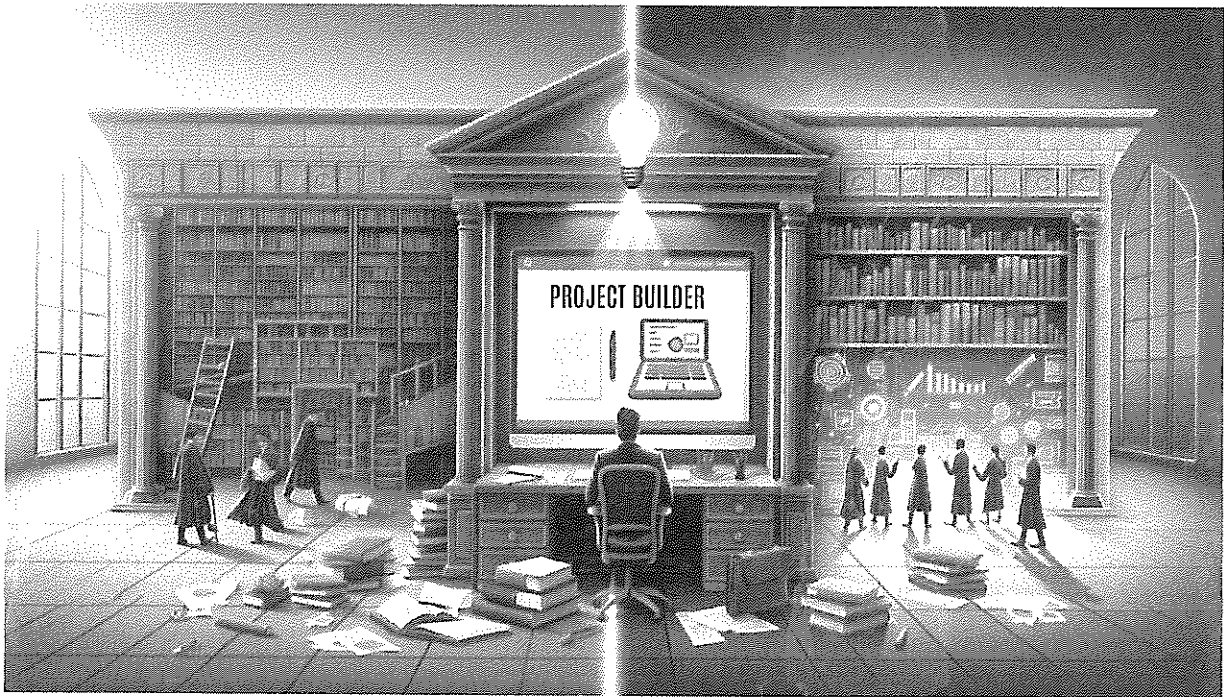


HSC English Extension 2

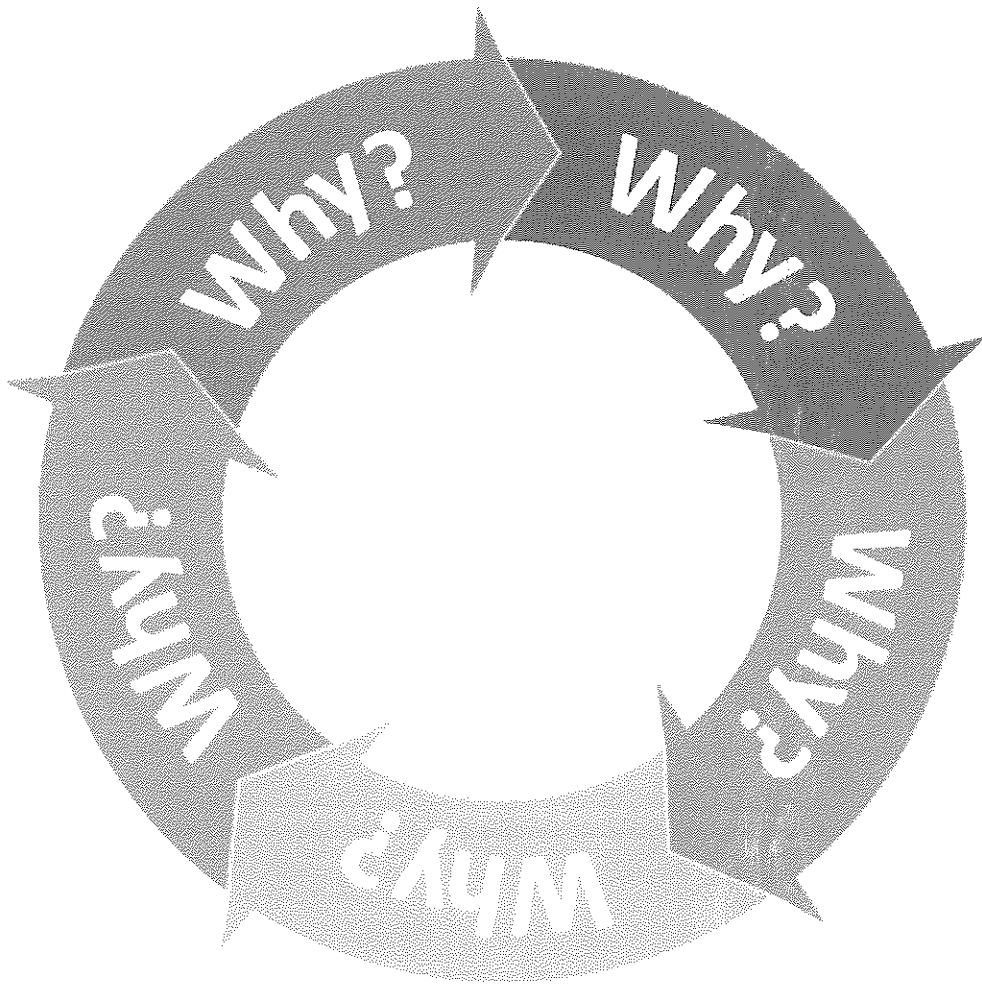


Course Assessment Booklet

2025

Motivation and Purpose

FIND YOUR 'WHY'



Extension 2 English Investigation Proposal

In filling this out digitally, your proposal should not stretch over more than TWO A4 pages.

Name:

Inquiry Question:

Sub-question/s:

Key concept/s for investigation:

What elements of your **context** have influenced your choices and/or your interest in these concepts?
(50w)

Who is the intended **audience** for your Major Work? Why? (50w)

What **form** are you considering for your Major Work? Why? (50w)

Which 4-6 **key sources** are you going to investigate in your research? Include links if online.

Which 3 **literary works** (common in form or concept) will you read as part of your research?



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Extension II
Topic	Viva Voce
Class Teacher	Ms Carrusca and Mrs McLennan
Head Teacher	Miss Peasley
Year	12 - class of 2025
Date Given	Term 4, Week 5
Date Due	Term 1, Week 2
Weighting	30%

Assessment Outline

Context: The Viva Voce is the first assessment task in the English Extension II course. You will engage in research to develop your understanding of an area of interest that you wish to explore through the composition of a Major Work. You have developed an inquiry question and project proposal to guide the development of your Major Work and have drawn on a variety of strategies to generate thinking about the concept, content and form of your major work. All research, evaluation and reflection have been documented in your Major Work Journal. The Viva Voce presentation requires you to formally articulate your plan for your Major Work by responding to a number of questions from a teacher panel.

Nature of the task: The Viva Voce is an opportunity for you to present a clearly articulated plan for your Major Work. Your presentation must respond to a series of questions posed to you by a panel of teachers. The possible questions are listed below. Teachers may also ask clarifying questions during the presentation.

You will be expected to include the following in your presentation/responses:

- a thorough explanation of the purpose, audience, context and form of your major work
- acknowledgement of the sources you have used in developing the proposal and inquiry question
- an outline of your plan to complete the Major Work project, including a timeline
- references to your journal to assist in explaining choices made and research completed

The Viva Voce will be 15-20 minutes in length.

You must also submit your Major Work Journal for review on the day you complete your Viva Voce. A checklist of what will be reviewed is included below:

- concept mapping for generating ideas
- an original inquiry question and statement of intent
- evidence of investigation and a variety of composers in the chosen form
- an action plan with milestones

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required.

Plagiarism:

Plagiarism - the using of the work of others without acknowledgement - will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the HSC booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition.

General Marking Guidelines

You will be assessed on how well you:

- draw on prior learning and independent research to develop a clear vision for your Major Work
- explain and justify choices in form, concept and content, referring to entries in the Major Work Journal
- articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses.

Marking Rubric	Grade
<ul style="list-style-type: none"> • Demonstrates outstanding skills of autonomous investigation in a specialised field. • Demonstrates sophisticated insight, depth and originality, and shows with clarity the relationship of your composition to past experiences, interests and learning. • Demonstrates excellent and extensive evidence of monitoring, reflecting on, and documenting the initial Major Work process. • Demonstrates sophisticated and insightful ability to present aspects of investigation and composition to a specific audience in an engaging and articulate manner. 	Outstanding 13-15
<ul style="list-style-type: none"> • Demonstrates strong skills of autonomous investigation in a specialised field. • Demonstrates effective insight, depth and originality, and shows with some clarity, the relationship of your composition to past experiences, interests and learning. • Demonstrates strong and thorough evidence of monitoring, reflecting on, and documenting the initial Major Work process. • Demonstrates perceptive ability to present aspects of investigation and composition to a specific audience in an engaging and articulate manner. 	High 10-12
<ul style="list-style-type: none"> • Demonstrates sound skills of autonomous investigation in a specialised field. • Demonstrates sound insight, depth and originality, and shows the relationship of your composition to past experiences, interests and learning. • Demonstrates sound evidence of monitoring, reflecting on and documenting the initial Major Work process. • Demonstrates clear ability to present aspects of the investigation and composition to an audience in an articulate manner. 	Sound 7-9
<ul style="list-style-type: none"> • Demonstrates some skills of autonomous investigation in a specialised field. • Demonstrates some insight, depth or originality, and can show some link between your composition and past experiences, interests and learning. • Demonstrates some evidence of monitoring, reflecting on, and documenting the initial Major Work process. • Demonstrates some ability to present aspects of investigation and composition in a clear manner. 	Basic 4-6
<ul style="list-style-type: none"> • Demonstrates limited ability to conduct autonomous research in a specialised field. • Demonstrates limited insight, depth and originality, and composition has minimal links to past experiences, interests and learning. • Demonstrates limited evidence of monitoring, reflecting on, and documenting the initial Major Work process. • Demonstrates limited ability to present aspects of investigation and composition in a clear manner. 	Limited 1-3

Journal Expectations

Teacher review of the Major Work Journal

Area	Not Evident	Needs Development	Evident
Concept mapping for generating ideas			
Evidence of experimentation and/or drafting			
Evidence of investigation of a variety of composers in the chosen form			
An action plan with milestones			
Comments:			

Preparing for your Viva Voce

Some key focus areas to consider

1. Summarise your project/thesis/research in 3 minutes

To answer this question successfully, you need to be well-versed in the entire project. Start with an answer by explaining **why you selected the form and concepts** of your project/thesis/research and close your explanation by providing an overview of the purpose of your piece; what fresh perspective do you want the audience to take away from your work?

2. What is the strength and weakness of your research?

Carefully analyse the strength and weaknesses of your research and while answering, make sure you talk about your weaknesses also and not only your strengths.

3. What makes the concept of your work original?

While answering, keep in mind what was known before and what you have added as part of being awarded your PhD is to contribute novel knowledge.

4. Elaborate on how your findings relate to literature in your field

Explain how your findings connect with the literature review of your project and what its contributions are in terms of the field of your research. Does it further expand the literature? Does it highlight some new observations? Does it add to the literature in this field? Answer these main questions.

5. Tell me about yourself and WHY you believe your proposed piece will be of value to a contemporary audience

Talk about yourself and your areas of interest. Focus on the areas you are extremely positive about. Talk about your past achievements and what brings you to this position. Keep it professional.

6. Summarise your key findings about your chosen form

For this common viva question, focus on what you observed and found through your research project, how it connects with your hypothesis as well as what concluded through this research.

7. Highlight the strong and weak areas of your research

Mention the strengths first and elaborate on how they connect with the key findings. Then, you can underline the weak areas and the factors that could have been transformed into strengths.

8. What were the major motivations behind this research?

Focus on what inspired you to carry out this research, and cite certain instances which helped you select this topic as well as the field for your project.

9. Elucidate the process of evaluation

Elaborate on how you evaluated the key findings in your research, the key factors involved, whether the evaluation process faced some obstacles, how it could have been better and what was the reason you chose a particular process of evaluation.

10. What is the key focus of this research?

While answering this, keep a summarised version of your research in your mind and then talk about the area of the primary focus of research. In order to demonstrate that your research is viable, it is essential to identify some of the key questions that it addresses.



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Extension II
Topic	Literature Review
Class Teacher	D Carrusca, A McLennan
Head Teacher	Miss Peasley
Year	12
Date Given	Term 1, Week 10
Date Due	Term 2, Week 5
Weighting	40%

Assessment Outline

Task:

Compose a Literature Review which surveys four key pieces of literature relevant to the form of your Major Work. Your Literature Review is to be no more than 1200 words and must include:

- two exemplar pieces of work written in your chosen form
- two pieces of research literature about your chosen form

Explore these texts in order to demonstrate:

- a deeper understanding of your chosen form and how this understanding has influenced your composition
- a critical evaluation of exemplar texts composed in your chosen form and their contribution to the development of your own work
- how your Major Work will contribute to the field of texts in your chosen form

You must also submit your Major Work Journal for review with this assessment task. A checklist of what will be marked is included below:

- annotated extracts from various texts with notes and evaluative reflection.
- examples and evaluation of experimentation with style and structure.
- summaries and notes about the exploration of the key concepts you aim to explore.
- extracts of your drafts with reasons for changes and critical questions from peers and/or teachers.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head teacher on your return to school. Documentation will be required.

Plagiarism:

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Failure to follow the above procedures may result in a zero award.

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Outcomes Assessed

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition.

General Marking Guidelines

You will be assessed on how well you:

- draw on prior learning and independent research to develop a clear vision for your Major Work
- explain and justify choices in form, concept and content, referring to entries in the Major Work Journal
- articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses.

Marking Rubric	Grade
<ul style="list-style-type: none">• Demonstrates a sophisticated understanding of the chosen text type developed through independent and thoughtful research of key selected texts (selected a range of appropriate texts to write about)• Insightful evaluation of the exemplar texts and clear justification of the intellectual and creative choices that have been made as a result of the research undertaken (reflect on what you have taken from these pieces and how they have shaped your own work)• Sophisticated understanding of how your Major Work will contribute to the field of texts in your chosen form (Why your work is different/profound/interesting)• Composes a sophisticated and sustained response appropriate to audience, purpose and form (write well)	Outstanding 17-20
<ul style="list-style-type: none">• Demonstrates a strong understanding of the chosen text type developed through independent and thoughtful research of key selected texts• Effective evaluation of the exemplar texts and justification of the intellectual and creative choices that have been made as a result of the research undertaken• Strong understanding of how your Major Work will contribute to the field of texts in your chosen form• Composes a thorough and sustained response appropriate to audience, purpose and form	High 13-16
<ul style="list-style-type: none">• Demonstrates a sound understanding of the chosen text type developed through independent research of key selected texts• Sound evaluation of the exemplar texts and justification of the intellectual and creative choices that have been made as a result of the research undertaken• Clear understanding of how your Major Work will contribute to the field of texts in your chosen form.• Composes a clear and/or sustained response appropriate to audience, purpose and form	Sound 9-12
<ul style="list-style-type: none">• Demonstrates some understanding of the chosen text type• General discussion of the exemplar texts, may mention how these have influenced your own work• Basic understanding of how your Major Work will contribute to the field of texts in your chosen form• Composes a response, which may not be clear or sustained	Basic 5-8
<ul style="list-style-type: none">• Demonstrates minimal understanding of the chosen text type• Limited of the exemplar tests, may not mention how these have influenced your own work• Limited understanding of how your Major Work will contribute to the field of texts in your chosen form• Composes a limited response, which may not be clear or sustained	Limited 1-4

Journal Expectations

Teacher review of the Major Work Journal

Area	Not Evident	Needs Development	Evident
Annotated extracts from various texts with notes and evaluative reflection			
Examples and evaluation of experimentation with style and structure			
Summaries and notes about the exploration of the concepts			
Extracts of student's drafts with reasons for changes and critical questions from peers and/or teachers.			
Comments:			



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English Extension II
Topic	Critique of the Creative Process
Class Teacher	D Carrusca, A McLennan
Head Teacher	Miss Peasley
Year	12
Date Given	Term 2, Week 9
Date Due	Term 3, Week 1
Weighting	30%

Context

The Critique of the Creative Process is the final school-based assessment task for English Extension 2.

It is an evaluative composition that reflects on the process of composing, editing, revising and refining the Major Work Project. You have developed your Major Work over a number of terms and have edited and changed your compositions based on feedback, additional research and personal reflection.

In this assessment task, you explain and justify your choices and decisions in composing your Major Work and demonstrate how your knowledge and skills have developed as a result of your engagement in the creative process.

Assessment Outline

You are to compose an evaluative response in which you examine your experiences in completing the Major Work. In your response, you must:

- examine the ways in which your **knowledge and skills have evolved** and account for these changes
- evaluate the **effect of the revising and editing** stages of the process of composition
- **reflect on and justify the choices** made in the process of composition.

Your response should not exceed 1000 words.

You must also submit your Major Work Journal for review. A checklist of what will be reviewed is included below:

- extracts of revisions of the Major Work and the Reflection Statement with reasons for the changes
- examples of final edits
- reflection on how the editing process has contributed to the quality of the published Major Work
- a reference list for the Reflection Statement.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required.

Plagiarism:

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**Failure to follow the above procedures may result in a zero award.
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Outcomes Assessed

- EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition.

General Marking Guidelines

You will be assessed on how well you:

- explain and justify intellectual and creative choices
- evaluate processes of investigation, interpretation, analysis and composition
- express complex ideas using language appropriate to audience, purpose and context

Marking Rubric	Mark Range
<ul style="list-style-type: none"> • Demonstrates highly developed skills in articulating and reflecting on the choices made in the creative process • Evaluates the processes associated with the Major Work Project insightfully • Demonstrates highly refined skills in expressing complex ideas 	12-15
<ul style="list-style-type: none"> • Demonstrates well-developed skills in articulating and reflecting on the choices made in the creative process • Evaluates the processes associated with the Major Work Project thoughtfully • Demonstrates refined skills in expressing complex ideas 	8-11
<ul style="list-style-type: none"> • Demonstrates sound skills in articulating and reflecting on the choices made in the creative process • Provides some evaluation of the processes associated with the Major Work Project • Demonstrates appropriate skills in expressing complex ideas 	4-7
<ul style="list-style-type: none"> • Demonstrates basic skills in articulating and reflecting on the choices made in the creative process • Provides an explanation of the processes associated with the Major Work Project • Demonstrates some skills in expressing complex ideas 	1-3

Comment:

Journal Expectations

Teacher review of the Major Work Journal

Area	Not Evident	Needs Development	Evident
Extracts of revisions of the Major Work and the Reflection Statement with reasons for the changes			
Examples of student's final edits			
Reflection on how the editing process has contributed to the quality of the published Major Work			
A reference list for the Reflection Statement			

Comments: