HSC English Syllabus - Extension

12.4 English (Extension) Outcomes

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

<table>
<thead>
<tr>
<th>Preliminary Outcomes</th>
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<tbody>
<tr>
<td>A student understands how and why texts are valued in and appropriated into a range of contexts.</td>
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<td>A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.</td>
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<tr>
<td>A student develops skills in extended composition in a range of modes and media for different audiences and purposes.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>HSC Extension 1 Outcomes</th>
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<tbody>
<tr>
<td>A student distinguishes and evaluates the values expressed through texts.</td>
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<tr>
<td>A student explains different ways of valuing texts.</td>
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<tr>
<td>A student composes extended texts.</td>
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<tr>
<td>A student develops and delivers sophisticated presentations.</td>
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12.7 HSC English Extension Course 1 Requirements

In the HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

Students undertaking HSC English Extension Course 1 must complete ONE elective chosen from ONE of the HSC Modules A, B or C.
12.8 HSC English (Extension) Course 1 Objectives, Outcomes and Content

The table below sets out the Content of the HSC English (Extension) Course 1 and illustrates the relationship among the Objectives, Outcomes and Content.

<table>
<thead>
<tr>
<th>HSC English Extension 1 Objectives</th>
<th>HSC English Extension 1 Outcomes</th>
<th>HSC English Extension Course 1 Content</th>
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</thead>
</table>
| Students will develop knowledge and understanding of how and why texts are valued. | 1. A student distinguishes and evaluates the values expressed through texts. | 1. Students learn to distinguish and evaluate the values expressed through texts by:  
1.1 identifying aspects of texts that reflect and shape values  
1.2 considering the ways that values identified in and through texts can vary  
1.3 evaluating the effects of changes in perceived values. |
| Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas. | 2. A student explains different ways of valuing texts. | 2. Students learn how different texts are valued by:  
2.1 identifying aspects of texts that are valued in different contexts  
2.2 explaining why and how different aspects of texts are valued in different contexts  
2.3 speculating about different ways in which texts might be valued  
2.4 generalising about the nature of the process of valuing texts. |
| Students will develop skills in sustained composition. | 3. A student composes extended texts. | 3. Students will learn to compose extended texts by:  
3.1 engaging with the complexity of a range of texts  
3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression  
3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes  
3.4 using stylistic devices appropriate to purpose, audience and context. |
| Students will develop skills in extensive independent investigation. | 4. A student develops and delivers sophisticated presentations. | 4. Students learn to develop sophisticated presentations by:  
4.1 engaging in extended independent investigation  
4.2 reflecting on their findings  
4.3 presenting the results to a specific audience and for a specific purpose  
4.4 reflecting on the effectiveness of the presentation. |
## Stage 6 HSC Extension 1 English
### ASSESSMENT SCHEDULE 2014-15

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>BOS Weighting %</th>
<th>Task 1 Prepared Creative Writing</th>
<th>Task 2 Critical Response Half Yearly</th>
<th>Task 3 Oral Presentation</th>
<th>Task 4 Trial HSC Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of complex texts and how and why they are valued</td>
<td>25</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Skills in * Complex analysis * Sustained composition * Independent investigation</td>
<td>25</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Targeted Outcomes</td>
<td>1, 2, 3</td>
<td>1,2,3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Task Weighting</td>
<td>50</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
HSC Course
Assessment Structure

The mandatory components and weightings for the HSC English Extension 1 course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component Weighting

Knowledge and understanding of complex texts
and of how and why they are valued 25

Skills in:
- complex analysis
- sustained composition
- independent investigation 25

Total 50 marks

No more than 30% weighting may be allocated to tests and examinations.

English Extension 1 HSC examination specifications

The examination will consist of a written paper worth 50 marks

Time allowed: 2 hours plus 5 minutes reading time.
- Candidates will be required to answer two sustained response questions on their chosen elective within their Module of study.
- All questions will be of equal value.
- For each question, the expected length of response will be around 8 pages of an examination writing booklet (approx 1000 words).

HSC examination rubric

English Extension I: Module A
In your answer, 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.
The performance bands shown on the following page represent student performance in bands of achievement. They illustrate the typical performance of students in the English Extension 1 HSC course.

Each band contains descriptions of student achievement of the course outcomes. The scales will continue to be refined to include information from performance in the new HSC courses and the outcomes assessed internally.

**The typical performance in this band:**

<table>
<thead>
<tr>
<th>Band</th>
<th>Description</th>
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</table>
| E4   | - Demonstrates insightful understanding and sophisticated evaluation of the concepts and values in texts and the ways in which these are expressed  
- Displays highly developed ability to analyse and evaluate the nature of texts and the relationships between them, and the different ways in which texts are valued  
- Integrates independent investigation with the student’s own reflection on both process and product to develop insightful conclusions  
- Composes complex extended texts, imaginatively, interpretively and critically with a high level of expertise  
- Demonstrates outstanding control of language to express complex ideas with precision in a form and style appropriate to purpose, audience and context |
| E3   | - Demonstrates clear understanding and thoughtful evaluation of the concepts and values in texts and the ways in which these are expressed  
- Displays well developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued  
- Integrates independent investigation with the student’s own reflection on both process and product to develop perceptive conclusions  
- Composes extended texts, imaginatively, interpretively and critically with substantial expertise  
- Demonstrates skilful control of language to express complex ideas with clarity in a form and style appropriate to purpose, audience and context |
| E2   | - Demonstrates sound understanding and some evaluation of the concepts and values in texts and the ways in which these are expressed  
- Displays developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued  
- Integrates independent investigation with the student’s own reflection on both process and product to develop informed conclusions  
- Composes extended texts, imaginatively, interpretively and critically with competence  
- Demonstrates confident control of language to express complex ideas in a form and style appropriate to purpose, audience and context |
| E1   | - Demonstrates limited understanding of the concepts and values in texts and the ways in which these are expressed  
- Displays limited ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued  
- Integrates independent investigation with the student’s own reflection on both process and product to develop limited conclusions  
- Composes extended texts, imaginatively, interpretively and critically with limited competence  
- Demonstrates basic control of language to express complex ideas in a form and style appropriate to purpose, audience and context |
Module A: Genre

This module requires students to explore and evaluate notions of genre. It develops their understanding of the conventions and values associated with generic forms.

Each elective in this module involves the study of at least two print texts of a particular genre, to be selected from a prescribed text list. In addition, students explore, analyse and critically evaluate a range of other examples of this genre from different contexts and media.

Students consider the ways in which genres are adapted to different times and cultures and the attitudes and values reflected by these adaptations. They examine why genres arise at particular times and the social and cultural conditions that are conducive to their endurance or recurrence in popularity. Students consider the reasons for and validity of generic distinctions.

Students develop a range of imaginative, interpretive and analytical compositions, including some that explore the possibilities of the genre for a range of audiences. These compositions may be realised in various forms, modes and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in extended composition.

Extension 1, Module A: Genre

Elective 3: Science Fiction

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

In this elective, students are required to study at least three of the prescribed texts (including at least two print texts), as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other examples of this genre. Students explore the diversity within the science fiction genre in texts from a range of contexts and media.

Prose fiction

- Gibson, William, *Neuromancer*
- Herbert, Frank, *Dune*
- Le Guin, Ursula, *The Left Hand of Darkness*

Film

- Parisot, Dean, *Galaxy Quest* OR
- Scott, Ridley, *Blade Runner – The Director’s Cut*
ANNOTATIONS OF TEXTS

Annotations have been developed for selected texts prescribed for the Higher School Certificate in 2015–20. An annotation is provided for each new text and for texts returning from earlier prescriptions lists. In addition, where an annotation was previously available or a text has been moved to another course, module or elective, an updated annotation is provided.

These annotations are based on criteria established by the Board of Studies and are intended to support specified aspects of the English courses. The criteria include:

- merit and cultural significance
- needs and interests of students
- opportunities for challenging teaching and learning.

DESCRIPTION OF ELECTIVE: Science Fiction

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.
TYPE OF TEXT: Film
TITLE: Galaxy Quest
DIRECTOR: Dean Parisot
RATING: PG

MERIT AND CULTURAL SIGNIFICANCE
- This 1999 science fiction comedy parody won the Hugo Award for Best Dramatic Presentation, the Nebula Award for Best Script and the Saturn Award for Best Actor, and has achieved cult status.
- The film’s plot revolves around a group of actors from a defunct television space adventure series who are drawn into a desperate intergalactic battle against a genocidal alien warlord.
- The film has been critically acclaimed as a brilliant satire of both the Star Trek science fiction entertainment franchise and its fan subculture.

NEEDS AND INTERESTS OF STUDENTS
- Clever and entertaining, Galaxy Quest holds appeal for science fiction aficionados and novices alike. The pop culture references and wry depictions of obsessive fandom, advertising and media hype, stereotypes and typecasting, and other assorted perils of the cult of celebrity are apt across a wide range of entertainment consumerism phenomena.
- The film gently mocks Star Trek and other science fiction television series and movies of the 1960s and since, while at the same time replicating a fictional universe, cast of characters and narrative trajectory that are faithful to the genre.
- The high-quality special effects and production design elements enhance the experience of the film as an engaging and ultimately stirring science fiction adventure.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING
- By examining the in-jokes and other allusions and similarities to Star Trek, as well as the more subtle nod to Orson Welles’s 1938 radio drama adaptation of War of the Worlds, students will gain a deeper understanding of the processes of intertextuality as they operate in the parodic mode.
- The film’s brand of humour and satire is affectionate rather than dismissive: many of the central conceits, themes and values of the science fiction genre are celebrated and ultimately confirmed.
- Students can explore distinctive performance and production styles, techniques and conventions associated with science fiction films: ensemble acting; props, costuming and makeup; sets and vehicles; chroma key compositing; and other special effects such as computer-generated imagery, animatronics and sound design.
TYPE OF TEXT: Prose Fiction
TITLE: The Left Hand of Darkness
AUTHOR: Ursula Le Guin
FIRST PUBLISHED: 1969

MERIT AND CULTURAL SIGNIFICANCE

- *The Left Hand of Darkness* tells the story of a lone human envoy sent to a remote frozen future world as the ‘first contact’ ambassador for an interplanetary federation known as the Ekumen.
- An intellectual science fiction classic, it is the fourth novel in Le Guin's Hainish Cycle, a series of books and short stories set in the fictional Hainish universe.
- First published in 1969, it won both the Hugo and Nebula Awards for best science fiction novel.

NEEDS AND INTERESTS OF STUDENTS

- Widely acknowledged as a landmark of the science fiction genre and also as an important work for the feminist movement of the 1960s and 70s, the novel challenges conventional thinking about politics, gender and society.
- Students will identify with the protagonist's struggle to come to terms with social and cultural norms, customs and beliefs that are totally alien to his own. The inhabitants of Gethen (or 'Winter') do not have fixed genders, and they have never known war.
- The climate, topography and landscapes of the alien world are realised with great beauty and intensity, and are integral to the political and human dramas that propel the narrative.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students can examine how the fragmentary narrative structure and shifting points of view combine to create a vividly realised fictional world.
- The novel holds up a mirror to human society. In their responses, students can explore and question anthropological and sociological ideas and assumptions relating to gender, gender roles and sexuality.
- The novel also addresses political and existential themes. Students could investigate competing notions of civilisation and diplomacy, loyalty and treason, pacifism and violence, respect and disgrace, love and betrayal, and honour and sacrifice that are presented in the novel, as well as considering ethical issues such as cultural imperialism, genetic experimentation, and the roles of mythology and religion in the establishment and maintenance of behavioural mores and systems of justice and social control.
TYPE OF TEXT: Prose Fiction
TITLE: Neuromancer
AUTHOR: William Gibson
FIRST PUBLISHED: 1984

MERIT AND CULTURAL SIGNIFICANCE
- The novel was awarded the Philip K Dick Award, the Nebula Award and Hugo Award.
- Set amidst the cities of a future world that many readers see as dystopian and find chillingly plausible, *Neuromancer* tells the story of Case, an out-of-work computer hacker hired by an unknown patron to participate in a seemingly impossible crime.
- The novel examines a range of concepts such as artificial intelligence and virtual reality, long before they became commonplace in what is commonly regarded as the first cyberpunk novel.
- It explores the dehumanising effects of a world dominated by technology and a future where violence and the free market reign are central to the text.

NEEDS AND INTERESTS OF STUDENTS
- The novel examines the concepts of artificial intelligence, virtual reality, genetic engineering, multinational corporations overpowering the traditional nation–state and cyberspace (a computer network called the matrix).
- The focus on technology, dystopia and associated issues relating to morality and ethics will maintain interest for students.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING
- The exploration of a range of issues and concepts which were once viewed as futuristic will provide opportunities for reflection and further exploration.
- Exploration into Gibson’s narrative techniques in comparison to other writers will provide insights into aspects such as narrative structure.