



# KHS Year 12 Extension 2 Course Booklet 2020

## Performance Band Descriptors for Extension 2

The typical performance in this band:

### Band E4

- Demonstrates highly developed insights and outstanding ability to formulate and communicate complex concepts supported by thorough and extensive independent investigation
- Composes a substantial and sustained original major work that effectively engages audience and is appropriate to purpose, concept and medium
- Exhibits sophisticated and highly developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

### Band E3

- Demonstrates well developed insights and accomplished ability to formulate and communicate complex concepts supported by competent independent investigation
- Composes a substantial and sustained original major work that engages audience and is appropriate to purpose, concept and medium
- Exhibits well developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

### Band E2

- Demonstrates developing insights and sound ability to formulate and communicate concepts of some complexity supported by independent investigation
- Composes a substantial and sustained original major work that is appropriate to audience, purpose, concept and medium
- Exhibits sound ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

### Band E1

## Information about the Viva Voce in English Extension 2

The Viva Voce addresses the written proposal for the Major Work and provides students with the opportunity to present information on the major concept(s), scope, emphases and form of their proposed Major Work. Students also have the opportunity to explain how their proposal is based on the knowledge, understanding and skills of the English Advanced and Extension courses. Requirements for the Viva Voce:

- ♣ students acknowledge and reflect on the sources used to develop their proposal
- ♣ the task is conducted and assessed using a panel format
- ♣ the process supports the student in clarifying the direction of their work and provides opportunity for meaningful and constructive feedback
- ♣ time allocation for the Viva Voce is approximately 15–20 minutes with an additional 15 minutes preparation time with the questions
- ♣ the journal is used as part of the presentation. Elements of the Major Work Journal to be monitored with the Viva Voce include:
  - ♣ concept mapping for generating ideas
  - ♣ an original inquiry question and statement of intent
  - ♣ evidence of investigation of a variety of composers in the chosen form
  - ♣ an action plan with milestones.

## Information about the Literature Review in English Extension 2

The Literature Review is a research and reflection task. Students select 2–4 examples of related literature to evaluate and critically examine how their Major Work supports or extends the field of texts in their chosen form. A Literature Review is evaluative and expresses the student's perspective of the literature in relation to their work. In total, the Literature Review should not exceed 1200 words. Elements of the Major Work Journal to be monitored with the Literature Review include:

- ♣ 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 concept
- ♣ extracts of the student's drafts with reasons for changes and critical questions from peers and/or teachers.

## Information about the Critique of the Creative Process in English Extension 2

The Critique of the Creative Process must evaluate how the revising and editing stages of the composition process have contributed to the student's development as a composer and the quality of their Major Work. The student considers how their skills and knowledge of their chosen form have evolved and why. They reflect on particular creative features of their work and evaluate the efficacy of the processes of revision and editing that they employed.

This task should not exceed 1000 words.

Elements of the Major Work Journal to be monitored with the Critique include:

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

Note: a draft or extract may be print, a recording, a sequence of shots, a scene or a storyboard/diagram as appropriate to the chosen form.

## English Extension 2 HSC Examination Specifications

The examination will consist of a Major Work worth 40 marks and a Reflection Statement worth 10 marks. Major Work parameters The Major Work is an extended work or a body of work that complies with the prescribed word or time specifications. Students who choose to include visual images (original or nonoriginal) in their Major Work should be aware that if these images do not adhere to the specifications of the chosen medium, then the images will not be assessed as part of the work. The Major Work can be presented in print, sound or visual media, within the categories described on the following pages.

All aspects of the Major Work and Reflection Statement (regardless of media used) that are word-processed must conform to the following presentation requirements:

- ♣ A4 paper and 1.5 spacing
- ♣ font size 12, Arial or Times New Roman
- ♣ each page numbered
- ♣ a cover sheet that states the school number, candidate number and the title of the work(s).

NESA does not require the use of any particular system of referencing for bibliographies and footnotes. Word limits for the Major Work do not include the bibliography, footnotes or appendices. These need to be used judiciously and not as a means of expanding the exploration of the concept central to the work.

## The Reflection Statement

The Reflection Statement is composed at the end of the composition process and is a personal, critical reflection on the process involved in completing the Major Work and on the completed product. The Statement will have a maximum limit of 1500 words. The Reflection Statement:

- ♣ summarises the intention of the Major Work and the relationship it has with the extensive independent investigation
- ♣ includes 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
- ♣ explains the relationship the Major Work has to the English Advanced and Extension coursework – this can include the work undertaken in Year 11
- ♣ explains the development of concepts during the process of composition, making clear the links between independent investigation and the development of the finished product
- ♣ indicates how the student realised the concepts in the final product
- ♣ may be written in either a formal or an informal register
- ♣ may be submitted as a separate document or attached to the Major Work.

## The Major Work Journal

During the composition process, students are required to keep a Major Work Journal as detailed in the English Extension Stage 6 Syllabus. It must be submitted with the Major Work to the supervising teacher. The journal may be digital or a hard copy. The Major Work Journal has a role in establishing the authenticity of the Major Work and must be kept at the school and be available if requested by NESAs.

## The Major Work forms

### Print Medium

See Major Work parameters for presentation requirements.

### Short Fiction

Students complete short fiction that responds to an area of special interest which is an extension of the knowledge and understanding developed in Stage 6 English courses, with a maximum limit of 5000–6000 words. The word limits do not include the Reflection Statement.

Students may consider:

- ♣ a new or different perspective or idea
- ♣ an appropriation or manifestation of a text
- ♣ experimentation with genre, form, style or language (including hybridity).

All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work. Bibliographies are not required to be added to short fiction; however, where works have been cited or referenced in the Major Work, these should be appropriately cited as an addendum attached to the short fiction.

### Creative non-fiction

Students develop short creative non-fiction that responds to an area of special interest which is an extension of the knowledge and understanding developed in Stage 6 English courses, with a maximum limit of 5000–6000 words. The word limits do not include the Reflection Statement.



Students may consider:

- ♣ life writing
- ♣ investigative journalism
- ♣ an historical recreation or representation.

All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work. Bibliographies are not required to be added to creative non-fiction; however, where works have been cited or referenced in the Major Work, these should be appropriately cited as an addendum attached to the creative nonfiction.

## Poetry

Students write a suite of poems, a collection of poems or an extended poem that responds to an area of special interest and which is an extension of the knowledge and understanding developed in Stage 6 English courses, up to a 3000-word limit. The word limits do not include the Reflection Statement.

Students may consider:

- ♣ a new or different perspective or idea
- ♣ an appropriation or manifestation of a text
- ♣ experimentation with genre, form, style or language. All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work. Bibliographies are not required to be added to poems; however, where works have been cited or referenced in the Major Work, these should be appropriately cited as an addendum attached to the poem or poems. Assessment and Reporting in English Extension 2 Stage 6, updated September 2017 14 of 18

## Critical response

Students develop a critical response based on their independent research into an area of special interest which is an extension of the knowledge and understanding developed in Stage 6 English courses, with a maximum limit of 4000–5000 words. The word limits do not include the Reflection Statement.

Students may consider:

- ♣ a critique of an author's work/particular text or texts
- ♣ an independent investigation into an aspect of language or writing
- ♣ an independent investigation into the works of a particular historical period
- ♣ an independent investigation into the works of a particular paradigm related to the study of English. All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work. A bibliography is typically appropriate to the conventions of this form and, if included, should be attached to the Major Work.

## Script – short film, television, drama

Students develop a script of a complete work for the medium of film or television or drama, based on their independent research into an area of special interest and which is an extension of the knowledge and understanding developed in Stage 6 English courses. The intended performance time for the script must be no more than 25 minutes. Scriptwriting conventions appropriate to the medium should be followed. NESA does not specify a particular style or format.

Students may consider:

- ♣ a new or different perspective or idea
- ♣ an appropriation or manifestation of a text
- ♣ experimentation with genre, form or style.

All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work and should be acknowledged as an addendum to the script.

## **Sound Medium Podcasts – drama, storytelling, speeches, performance poetry**

Students present a podcast that must have a playing time no more than 15 minutes. Students must submit a print copy of the script, storyboard or flow chart. The audio file may include music and/or sound effects, which will not be included in the running time but will be considered for contribution to meaning and aesthetics. The student presenting the Major Work must be the principal performer (minor voices should be used judiciously), sole writer and sole director/producer.

Students may consider:

- ♣ a new or different perspective or idea
- ♣ an appropriation or manifestation of a text
- ♣ experimentation with genre, form or style. All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work and should be acknowledged as an addendum to the podcast. Assessment and Reporting in English Extension 2 Stage 6, updated September 2017 15 of 18

## **Multimedia**

Students present a digital file that has a playing time of 7–8 minutes. Students must submit a print copy of the script, storyboard or flow chart. The choice of genre, style or content must be based on their independent research into an area of special interest and which is an extension of the knowledge and understanding developed in Stage 6 English courses. The student presenting the Major Work must be the sole writer, director/producer and editor. Students may consider:

- ♣ a new or different perspective of a concept
- ♣ an appropriation or manifestation of a text
- ♣ experimentation with genre, form or style. Note: This form is not restricted to a short film. It could include a range of different multimodal performances including performance poetry or speeches. All appropriated or non-original material must be acknowledged in the Reflection Statement in accordance with the principles of All My Own Work and should be acknowledged as an addendum to the script, storyboard or flow chart.

## **Criteria for marking the English Extension 2 Major Work and Reflection Statement**

The Major Work and the Reflection Statement will be awarded separate marks, out of 40 and 10 respectively. Major Work marking criteria

- ♣ Textual integrity
  - ♣ Quality of insights and concepts, developed through independent investigation, and the communication of developed ideas
  - ♣ Manipulation of features that shape meaning and response, and quality of engagement
- Reflection Statement marking criteria
- ♣ Explanation of the intended purpose and audience of the Major Work
  - ♣ Explanation of the relationship of the extensive independent investigation to the Major Work
  - ♣ Explanation of the relationship of the Major Work to the knowledge, understanding and skills developed in the English Advanced and Extension courses
  - ♣ Evaluation of the relationships of concept, structure, technical and language features and conventions

# Marking guidelines

Criteria	Marks
<p><b>Composes a highly original and sustained Major Work that demonstrates coherence to achieve a fluent integration of meaning(s), value(s) and form</b></p> <p>Formulates sophisticated insights and concepts through investigation Communicates highly developed ideas with sophistication</p> <p>Demonstrates a highly skilled integration of language, technical skills, conventions and medium for the intended audience and purpose</p> <p>There is a conscious and highly successful shaping of meaning to engage an audience which is evident throughout the work</p>	17–20
<p><b>Composes an original and sustained Major Work that demonstrates coherence to achieve a skilled integration of meaning(s), value(s) and form</b></p> <p>Formulates substantial insights and concepts through investigation Communicates developed ideas with clarity</p> <p>Demonstrates skilled integration of language, technical skills, conventions and medium for the intended audience and purpose</p> <p>There is a conscious and successful shaping of meaning to engage an audience which is generally evident throughout the work</p>	13–16
<p><b>Composes a substantial Major Work that demonstrates coherence. There may be lapses in tone, register, voice that may affect the integration of meaning(s), value(s) and form</b></p> <p>Formulates insights and concepts through investigation Communicates ideas</p> <p>Demonstrates some effective manipulation of language, technical skills, conventions and medium for the intended audience and purpose. There may be lapses in some parts</p> <p>There is a shaping of meaning to engage an audience which is more evident in some aspects of the work than in others</p>	9–12
<p><b>Composes a Major Work that makes some connections between meaning(s), value(s) and form</b></p> <p><b>Formulates concepts through investigation, and communicates ideas that may be predictable, literal and immediate</b></p> <p><b>Demonstrates some control of language, technical skills, conventions and medium for the intended audience and purpose</b></p> <p><b>There is an attempt to shape meaning to engage an audience. Lapses in fluency interfere with audience engagement</b></p> <p>Attempts to compose a Major Work project that may be superficial or incomplete</p> <p>Formulates simple concepts through limited investigation, and attempts to communicate ideas. The work lacks focus</p> <p>Attempts to control language, technical skills, conventions and medium. These however may not be appropriate for the intended audience and purpose</p>	5–8

## Purpose of the Extension 2 English course

Why did you choose to undertake the Extension 2 English course this year? It's not compulsory. It only applies one unit to your studies during the Higher School Certificate. It requires a further study of English, (on top of what you're already completing in the Advanced English course). There's also plenty of research and reading to complete throughout the duration of the year. Whilst these are all things to consider before you begin your journey, there are also some seriously positive reasons for taking this course. Therefore, let's consider the purpose of your study of the Extension 2 English course to begin with!

The Extension 2 English course provides students with a very unique learning experience. This is because the content of the course is largely left up to you, instead of your classroom teacher – as you are required to constantly engage in the process of composition throughout the year. Whilst the composition of your Major Work is the key focus, you also need to consider the role that research plays in the development of your piece and acknowledge the influence that composers can have on your perspective and style of composition.

In fact, of greatest focus throughout this course is the **development of your skills in independent research** and your **ability to produce a sustained composition**. Whilst it is expected that you will continue to develop your abilities in these two very specific areas, there are also other aspects of the Extension 2 English course that contribute to your capacity to be a successful lifelong learner.

### Generally speaking, undertaking the Extension 2 English course:

- Increases one's awareness of university level expectations of learning
- Encourages a personal sense of creativity
- Allows for one's personal voice to become the main focus
- Highlights the value of inquiry learning
- Builds confidence in one's creative abilities
- Strengthens relationships and one's understanding of the broader community
- Develops a greater awareness of varying reading/writing practices
- Evokes a sense of personal responsibility, organization and perseverance
- Allows one to push the boundaries of creativity to produce a unique piece

Identify your main purpose for wanting to undertake the Extension 2 English course.

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Outline THREE things that you want to achieve before the conclusion of the HSC. (These don't necessarily have to be related to Extension 2 English!)

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# Assessment Tasks

Whilst the Major Work and your Reflection Statement remain to be the end goal of the Extension 2 English course, you are also required to complete specific tasks to demonstrate your ongoing progress and thought processes throughout the year. In order to demonstrate these things, you will need to complete THREE Assessment Tasks for this course. These tasks are already decided on and outlined by the NSW NESA, but are marked by your English teacher. Your English teacher WILL NOT be marking your final major work.

The three Assessment Tasks for this course are as follows:

## KHS Assessment Schedule 2020

### Year 12 Extension 2 Assessment

Task number	Task 1	Task 2	Task 3	
	<b>Viva Voce</b>	<b>Literature review</b>	<b>Critique Process</b>	
<b>Timing</b>	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	
<b>Outcomes Assessed</b>	EEX12-1, EEX12-2, EEX12-4	EEX12-1, EEX12-3, EXX12-5	EEX12-1, EXX12-2, EEX12-5	
<b>Components</b>	<b>Weighting %</b>			
Skills in extensive Independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Completion of each of these tasks technically contributes to your final grade for the Extension 2 English course – as your marks will be submitted by your school to the NESA at the conclusion of the course. This means that you will need to take each task quite seriously and allow for the same (if not, more) amount of attention that you would normally put towards to the completion of tasks in other subjects.

It is important that you continue to work diligently throughout the year and that you produce a final draft submission that you are proud of and in which teacher and community feedback will be most productive and constructive.

For this course, you are NOT required to sit an HSC examination. However, you do have to submit your completed Major Work and a Reflection Statement in Term 3 of next year. The Major Work will be marked out of 40, whereas the Reflection Statement will consist of 10 of your final marks. In total, there is a possibility

for 50 marks to be awarded to students that best demonstrate the two core outcomes for the course and produce a unique, insightful and well-edited composition. At the end of the day, you want to produce a composition that you can be proud of and to honestly reflect on the journey that led to the final product!

## The Major Work

The core focus of the Extension 2 English course is on the development and composition of a Major Work. The type of Major Work that you produce is left up to you, but needs to fit within the options and guidelines that have been outlined by the NSW Board of Studies. Your extended composition may be imaginative, investigative, interpretive, analytical or any combination of these – meaning that the possibility to be quite innovative and creative is left open to all!

You will need to firstly consider your choice of form and medium though – refer to Page 8. Once this has been definitively decided on, you will need to ensure that your choice of form and medium is appropriate to the nature of the task, that it reflects your own interests and abilities and that you have access to the proper resources to make your Major Work come to life. Each of these considerations must be pondered on at depth before delving further into the task at hand! If you have any queries at this point, please make sure that you seek advice from your English teacher – after all, they can provide quite a wealth of knowledge and information when required!

To set yourself up for a successful completion of the Major Work, it is expected that you will undertake an ongoing, systematic and rigorous investigation into your specific choice of form/medium. This investigation should include looking at key pieces that reflect the medium, as well as seeking out information in regards to effective compositions within that form. Whilst your research will primarily look at the works and reflections of other similar composers, you will also continue to be a reflective learner and an active composer as well. After all, the development of your piece cannot be truly effective without first understanding and engaging in the process of editing and re-working content and format!

Once your research is well underway, it's time to begin your composition process – that's where the fun truly begins! You will need to ensure that you maintain constant levels of personal motivation and enthusiasm throughout the year. As well as this, make certain that you seek out advice when it is required and that you remain honest to yourself about the progress being made. Remember, you will be working on your Major Work for at least ten months – there will be plenty of up's and down's along the way, but it's all about how you approach each situation and learn how to push through the hard times.

**Identify any fears you may have about the Major Work process.**

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**Describe how the composition of the Major Work will better prepare you for the wider world outside of school.**

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## Keeping a journal

You are required to contribute to and complete a journal during your engagement with the Extension 2 English course. This journal should document your processes of investigation, as well as reflecting key influences on your composition and informing others about specific choices made within your composition. This journal, therefore, plays a key role in informing others about your learning journey. So, what should be included in your journal?

Generally speaking, your Major Work Journal should include information regarding:

- Method of approach
- Evidence of research and questioning
- Redrafts with reasons for any changes in direction
- Examples or indications of stimulus material and reflections on them in relation to the development of the Major Work composition
- Reflection on the extent to which intentions were achieved
- Reflections on the finished product
- An annotated bibliography

It is important for you to continue to refer back to your journal throughout the year, as you are required to submit it to your English teacher at least three times throughout the course. By showing your teacher your journal at regular intervals, you are providing a greater insight to your composition process and demonstrating that you are independently seeking out resources and reflecting on the importance of information from academics and the broader community in your chosen field. This ensures that you are remaining true to your vision and that you are avoiding instances of plagiarism throughout the course of the year.

Whilst the NSW Board of Studies does not collect or mark your journal, you will still need to submit it to your English teacher at the conclusion of the course. Your English teacher will maintain the journal into the following year, as it plays a key role in establishing the authenticity of the Major Work. Your journal may also be referred to by the NSW Board of Studies in the case of appeals being made after the release of final HSC marks.

Describe how often you should be updating and maintaining your journal.

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Outline the types of documents and/or information that should be kept in your journal.

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# The Reflection Statement

Whilst the completion of your Major Work continues to be the core focus throughout your study of the Extension 2 English course – you must also be continuously aware that ten marks of your final grade and external assessment actually come from your completion of the Reflection Statement. This document is both a personal and critical reflection on the process that you underwent in order to complete the Major Work and should provide an indication of how you reached your final product. It is usually completed at the end of the process and should be informed by the details provided in your journal. Let's have a look at the finer details and specific requirements of the Reflection Statement!

The Reflection Statement:

- summarises the intention of the Major 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
- must explain the relationship the Major Work has to the English (Advanced) and Extension coursework – this can include the work undertaken in the Preliminary year
- 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
- may be written in either a formal or informal register

Whilst each of the items listed above should be considered during the process of writing your Reflection Statement, you also need to keep in mind that there is a word limit provided by the NSW Board of Studies as well. The word limit for this document is 1,000-1,500 words. Whilst this may seem like a lot after putting together your Major Work, you will often find yourself running out of room to include all of the details of your research and influences. It is important, therefore, to thoroughly edit your Reflection Statement and include only that information which is absolute necessary to understanding the purpose and intent of your Major Work.

**In your own words, describe the purpose of the Reflection Statement.**

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**Explain why a Reflection Statement is important to the Extension 2 English course.**

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## Getting an idea

A hard part of working in isolation through distance education is that you don't have the opportunity to interact with other students about their Major Works and that you are often not made aware of what has been completed by previous students in the past. This doesn't have to be the way though! There are a number of online resources that now allow students from across the state to view exemplary Major Works and Reflection Statements. Utilizing these resources provides you with an insight of the expectations of the task, as well as providing you with some understanding of what can be achieved by you or your peers throughout the course of the year.

Whilst not all Major Work types are represented by the Assessment Resource Centre – their website is still a solid starting point to see what the expectations are of completed compositions. Go to the following website to view a series of previous student submissions:

<http://arc2.bos.nsw.edu.au/view/byband/course/15170?f=band:E3/4>

Acknowledging the standard of exemplary Major Works is important, but so too should you start to become familiar with the expectations of the Reflection Statement as well. A series of exemplary Reflection Statements can be accessed at the following NSW State Library website:

[http://www.sl.nsw.gov.au/services/learning\\_at\\_the\\_library/english\\_extension\\_2\\_reflection\\_statements.html](http://www.sl.nsw.gov.au/services/learning_at_the_library/english_extension_2_reflection_statements.html)

Do these online resources aid in your understanding of the expectations of the Extension 2 English course? Provide reasons for why/why not. If not, how else will you be able to further expand your understanding of the standard of work required?

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# The creative process

What might your process of creativity look like over the next ten months? Perhaps something along these lines...

## 1. PREPARATION

The first stage of the creative process involves you setting the foundations of your composition with thorough research. This means that you will be immersing yourself in the specific area that you want to specialize in. You will be looking at inspiration by viewing other pieces of work similar to your own desire to create, as well as gaining an understanding of how to produce an effective piece as well by acknowledging the particular nuances and techniques.

## 2. INCUBATION

This stage sees you reflect back on all that you have learned in the beginning research stages – all of the information that you have gathered then starts to influence your own thoughts, ideas and processes. Often, much of this process will take place in your sub-conscious. Sometimes this can take days, weeks or even months. Unfortunately, it is something that cannot be rushed or pushed upon a person!

## 3. INSIGHT

With insight comes that fantastic 'Aha!' moment – possibly one of the most important (yet short lived) of the entire creative process! This is the moment in which your ideas are brought to the forefront of your mind and you begin to share your direction in a more public way. You may work through this stage by engaging in intense discussion or through repeated drafting of the same idea.

## 4. EVALUATION

Evaluation continues to play an important part in the creative process, as it often leads to improvements. In this stage, you are required to reflect on all that you have completed and to be honest and critical about what has been created. It is important because as with everything in this world – practice makes perfect! Whilst self-evaluation is essential in this stage, you are also encouraged to access the thoughts and opinions of others within the field.

## 5. ELABORATION

This is the final stage in which you make possible corrections, take on constructive feedback from others and consequently finalise and complete your composition. Often, this part of the process is viewed as being the most challenging because of time constraints, as a result of the detailed feedback provided from others and because we become so attached to the actual composition process.

## Making the decision!

Did you know that there is a plethora of text type options available for you to choose from for the Extension 2 English course? These options have been provided so that each student can choose a text type that best reflects their personal style of composition, whilst also allowing for one's personal passion to shine through and/or being representative of the areas of English that interests a student most. With such a comprehensive list provided, there is surely a text type to suit your specific interests?

The text types and marking criteria in Extension 2 English vary according to the primary methods of composition and the techniques that are relevant to each Major Work. The following categories are what separate the Major Works:

<b>Print medium</b>	<b>Sound medium</b>
<b>Visual medium</b>	<b>Digital media</b>

Within these categories of medium, you are required to compose a Major Work that best reflects ONE of the choices provided in the table below. Take a few moments to glance over the list provided. Is there anything that sparks your interest and/or curiosity most?

<b>Short story / stories</b>	<b>Poem/s</b>	<b>Critical response</b>
<b>Speech/es</b>	<b>Radio drama</b>	<b>Performance Poetry</b>
<b>Digital media</b>	<b>Script</b>	<b>Video</b>

On the Extension 2 English Moodle website, you will find the 'Fact Sheets' for each of the text types listed. Read through the requirements for each of the text types by clicking on the PDF's provided.

**Which text type are you most leaning towards at this point in the course? Outline your reasons for this choice.**

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## What makes you, you?

Once you have decided on the medium that best suits your interests, abilities and available resources – it is time to consider aspects of your own life that spark your curiosity, influence your beliefs and values, impact on your personal style and affect your specific outlook on the world. These are valuable to consider at the start of the Major Work process, as it may reveal a certain path for you to then travel throughout the Extension 2 English course. Alternatively, it may also make you more aware of your personal interests or a personal message that you would like to communicate to an audience. Either way, reflecting on who you are as an individual is an important place to start in terms of developing your Major Work!

Identify at least FIVE composers that you feel strongly about and/or admire. Provide a brief explanation as to why you feel strongly about their work. (Remember, a composer might be a poet, musician, author, director or artist!)

Name of composer	Reasons for choice

Identify at least THREE texts that have personally affected you and/or that have had certain significance in your life. Provide a brief overview justifying your choice.

Name of text	Justification of choice

Describe news items and/or particular events that often hold your interest.

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Identify a person or figure that you find most interesting and/or inspirational. Describe reasons for your choice.

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Create a mind map that represents key ideas/concepts/themes in which you are currently interested in exploring. Reflect on the information that you have just provided about yourself in your response!

## Starting your research

You might leave this week of work without having a definitive idea of what you want to work towards in the Extension 2 English course or perhaps you're feeling overwhelmed with the road that must be travelled? That's all normal! Regardless though, there's still no better time than the present to begin your independent research. Reflect back on the information that you've been presented with this week and take the time to think about what form/medium you may want to explore in more detail, as well as considering a few key concepts that might work as a composition. By immersing yourself in the project at such an early stage, you are providing yourself with the opportunity to set the foundations of your Major Work.

Select THREE mediums that most interest you in the Extension 2 English options. Conduct research into the features and techniques of each medium and provide a brief outline below.

Type of medium	Features and techniques



Which of your three selected mediums are you most inclined to choose after your research? Provide at least THREE reasons for why.

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Find an example of your selected medium and identify the title and composer. Describe why this is an effective example of your selected medium by writing an articulate paragraph.

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## KHS Assessment Task Notification 2020

### English Extension 2 – Year 12 – Viva Voce

**Context:** The Viva Voce is the first assessment task in the English Extension 2 course. Students have engaged in research to develop their understanding on an area of interest that they wish to explore through the composition of a Major Work. They have developed an inquiry question and project proposal to guide the development of their Major Work and have drawn on a variety of strategies to generate thinking about the concept, content and form of their Major Work. All research, evaluation and reflection have been documented in their Major Work Journal. The Viva Voce presentation requires students to formally articulate their plan for their Major Work by responding to a number of questions from a teacher panel.

<b>Task number:</b> 1	<b>Weighting:</b> 30%	<b>Timing:</b> Term 4 Week 10
<b>Outcomes assessed</b> <b>EEX12-1</b> 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 <b>EEX12-3</b> applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition <b>EEX12-4</b> undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea		
<b>Nature of the task</b> 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. You will be given the questions for the Viva Voce 15 minutes prior to your presentation. Teachers may also ask clarifying questions during the presentation.  You will be expected to include the following in your presentation/responses: <ul style="list-style-type: none"><li>• a thorough explanation of the purpose, audience, context and form of your Major Work</li><li>• acknowledgement of the sources you have used in developing the proposal and inquiry question</li><li>• an outline of your plan to complete the Major Work project including a timeline</li><li>• references to your journal to assist in explaining choices made and research completed.</li></ul> 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: <ul style="list-style-type: none"><li><input type="checkbox"/> concept mapping for generating ideas</li><li><input type="checkbox"/> an original inquiry question and statement of intent</li><li><input type="checkbox"/> evidence of investigation of a variety of composers in the chosen form</li><li><input type="checkbox"/> an action plan with milestones.</li></ul>		
<b>Marking criteria</b> You will be assessed on how well you: <ul style="list-style-type: none"><li>• draw on prior learning and independent research to develop a clear vision of your Major Work</li><li>• explain and justify choices in form, concept and content, referring to entries in the Major Work Journal</li><li>• articulate your understanding appropriate to purpose, audience and context, using relevant metalanguage to shape your responses.</li></ul>		
<b>Feedback provided</b> Students will be provided with verbal feedback on their Major Work during the Viva Voce. Written feedback will also be provided by the panel members.		

### Marking guidelines

A student:	Mark range
<ul style="list-style-type: none"> <li>• develops a highly refined plan for the Major Work project that has been informed by extensive research and critical reflection</li> <li>• provides a thorough explanation and justification of creative choices</li> <li>• presents highly developed responses that express complex ideas with clarity and precision.</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• develops a refined plan for the Major Work project that has been informed by detailed research and critical reflection</li> <li>• provides a detailed explanation and justification of creative choices</li> <li>• presents well-developed responses that express complex ideas with clarity.</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• develops a plan for the Major Work project that has been informed by research and reflection</li> <li>• provides some explanation and justification of creative choices</li> <li>• presents responses that express complex ideas.</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• develops a plan for the Major Work project that has been informed by some research and reflection</li> <li>• provides a basic explanation and justification of creative choices</li> <li>• presents responses that demonstrate a superficial understanding of ideas.</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• attempts to develop a plan for the Major Work project</li> <li>• presents underdeveloped responses.</li> </ul>	1–6

#### Feedback from panel members

Panel member #1	
Panel member #2	

#### Teacher review of the Major Work Journal

Area	Not evident	Needs development	Evident
Concept mapping for generating ideas			
An original inquiry question and statement of intent			
Evidence of investigation of a variety of composers in the chosen form			
An action plan with milestones			

## KHS Assessment Task Notification 2020

### English Extension 2 – Year 12 – Literature Review

**Context:** The Literature Review is a research and reflection task that develops students' understanding of a key consideration of their Major Work form. Students have been exploring form through reading 'how to' books and guides (such as those on short stories, filmmaking, poetry, speech writing or critical response) and by analysing and evaluating key examples of their chosen form. Through this process students build up a picture of the field in their chosen form, gaining a strong understanding of its distinctive features. By synthesising the ideas from their research, students develop a strong framework for thinking about their Major Work.

<b>Task number:</b> 2	<b>Weighting:</b> 40%	<b>Timing:</b> Term 1 Week 10
<b>Outcomes assessed</b> <b>EEX12-1</b> 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 <b>EEX12-2</b> strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context <b>EEX12-3</b> applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition <b>EEX12-4</b> undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea		
<b>Nature of the task</b> You must 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: <ul style="list-style-type: none"><li>• two exemplar pieces of work written in your chosen form</li><li>• two pieces of research literature about your chosen form.</li></ul> You must explore these texts in order to demonstrate: <ul style="list-style-type: none"><li>• a deeper understanding of your chosen form and how this understanding has influenced your composition</li><li>• a critical evaluation of exemplar texts composed in your chosen form and their contribution to the development of your own work</li><li>• how your Major Work will contribute to the field of texts in your chosen form.</li></ul> You must also submit your Major Work Journal for review with this assessment task. A checklist of what will be reviewed is included below: <ul style="list-style-type: none"><li><input type="checkbox"/> annotated extracts from various texts with notes and evaluative reflection</li><li><input type="checkbox"/> examples and evaluation of experimentation with style and structure</li><li><input type="checkbox"/> summaries and notes about the exploration of the concepts</li><li><input type="checkbox"/> extracts of your drafts with reasons for changes and critical questions from peers and/or teachers.</li></ul>		
<b>Marking criteria</b> You will be assessed on how well you: <ul style="list-style-type: none"><li>• demonstrate understanding of your chosen field through independent research of selected literature</li><li>• evaluate the impact of the investigative process on the development of the Major Work</li><li>• use appropriate language to concisely communicate ideas.</li></ul>		
<b>Feedback provided</b> Written feedback will be provided with the marking sheet. Feedback may include avenues for further research that will assist students in developing their knowledge of form, concept and/or content.		

## Marking guidelines

A student:	Mark range
<ul style="list-style-type: none"> <li>• demonstrates a sophisticated understanding of the chosen field developed through independent and thoughtful research of key selected texts</li> <li>• explains and justifies the intellectual and creative choices that have been made as a result of the research in a highly developed manner</li> <li>• composes a sophisticated response appropriate to audience, purpose and form.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• demonstrates a detailed understanding of the chosen field developed through careful research of key selected texts</li> <li>• explains and justifies the intellectual and creative choices that have been made as a result of the research in a well-developed manner</li> <li>• composes an effective response appropriate to audience, purpose and form.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• demonstrates a sound understanding of the chosen field developed through research of selected texts</li> <li>• explains and justifies the intellectual and creative choices that have been made as a result of the research in a satisfactory manner</li> <li>• composes a sound response appropriate to audience, purpose and form.</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• demonstrates a developing understanding of the chosen field through limited research of texts</li> <li>• attempts to explain and justify the intellectual and creative choices that have been made as a result of the research in a limited manner</li> <li>• composes a limited response appropriate to audience, purpose and form.</li> </ul>	1–5

### Feedback

### 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.			



## KHS Extension 2 Assessment Task 3 Notification 2020

### English Extension 2 – Year 12 – Critique of the Creative Process

**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. Students have developed their Major Work over a number of terms and have edited and changed their compositions based on feedback, additional research and personal reflection. In this assessment task, students explain and justify their choices and decisions in composing their Major Work and demonstrate how their knowledge and skills have developed as a result of their engagement in the creative process.

**Task number:** 3

**Weighting:** 30%

**Timing:** Term 2 Week 10

#### 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

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

#### Nature of the task

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 with your submission of your written Critique of the Creative Process. 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.

#### Marking criteria

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.

#### Feedback provided

The teacher will provide comments on the strengths of the response and highlight areas for further improvement. Feedback may also include identifying areas in the Major Work Journal that need further clarification and/or development.

## Marking guidelines

A student:	Mark range
<ul style="list-style-type: none"> <li>• demonstrates highly developed skills in articulating and reflecting on the choices made in the creative process</li> <li>• evaluates the processes associated with the Major Work Project insightfully</li> <li>• demonstrates highly refined skills in expressing complex ideas.</li> </ul>	12–15
<ul style="list-style-type: none"> <li>• demonstrates well-developed skills in articulating and reflecting on the choices made in the creative process</li> <li>• evaluates the processes associated with the Major Work Project thoughtfully</li> <li>• demonstrates refined skills in expressing complex ideas.</li> </ul>	8–11
<ul style="list-style-type: none"> <li>• demonstrates sound skills in articulating and reflecting on the choices made in the creative process</li> <li>• provides some evaluation of the processes associated with the Major Work Project</li> <li>• demonstrates appropriate skills in expressing complex ideas.</li> </ul>	4–7
<ul style="list-style-type: none"> <li>• demonstrates basic skills in articulating and reflecting on the choices made in the creative process</li> <li>• provides an explanation of the processes associated with the Major Work Project</li> <li>• demonstrates some skills in expressing complex ideas.</li> </ul>	1–3

### Feedback

### 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			