HSC Extension I English Information & Assessment Booklet 2014 Texts & Ways of Thinking

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### R.R.H.S. ENGLISH Stage 6 Extension I
Year 12 HSC Program Outline 2013/14.

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## HSC Extension I English Assessment Schedule 2014

| Components                      | Weighting | Task 1a       | Task 1b   | Task       | Task 2a     | Task 2b     | Task       | Task       |
|---------------------------------|-----------|---------------|-----------|------------|-------------|-------------|------------|------------|------------|
|                                 |           | Week 8 Term 4 | Week 3 Term 1 | Week 9 Term 1 | Week 3 Term 2 | Week 8 Term 2 | Week 2 Term 3 | Week 5 Term 3 |
| Listening                       | 5         |               |           |            |             |             |            |            |
| Speaking                        | 5         |               |           |            |             |             |            |            |
| Writing                         | 20        | 5             | 5         | 5          |             |             |            |            |
| Reading                         | 10        |               |           |            |             |             |            |            |
| Viewing & Representing         | 10        |               |           |            |             |             | 10         |            |
| **TOTAL**                       | **50**    | **5**         | **5**     | **10**     | **5**       | **5**       | **10**     | **10**     |
Richmond River High
Preliminary and HSC Assessment
Student Information Sheet

Students in Preliminary (Yr 11) and HSC (Year 12) English courses are required to adhere to the following information and standards concerning their assessment schedule:

1. **Students MUST submit assessments on or before the due date.** Assessments submitted after the due date will **ONLY** be considered if accompanied by a completed misadventure/illness form. 
   *It should be noted that the application for misadventure/illness is best submitted before the due date unless unforeseen circumstances exist.*

2. **Assessments MUST be submitted by 9.00am on the day of the due date.** ALL Assessments MUST be lodged in the assessment box located outside the English Faculty by the day due. ALL assessments MUST include the appropriate **ASSESSMENT COVER SHEET**. Assessments **WILL NOT** be accepted by digital/ICT unless the class room teacher is informed via the cover sheet, where the assessment is and the assessment on digital/ICT **MUST** clearly labelled with name of assessment and name of student and is submitted by **9.00am** on the day of the due date.

3. **Assessments submitted must be in acceptable condition.** Assessments will be accepted only if:
   * They are neatly presented on clean and appropriate paper (ie A4). Pages ripped from books **WILL NOT** be accepted.
   * Neatly handwritten in **BLUE** or **BLACK PEN** only or typed using **DOUBLE SPACE**.
   * Assessments submitted on digital devises such as USB **MUST** be clearly labelled with **name of assessment** and **name of student**.
   * Digital/ICT submitted assessments must be in a **form appropriate** to be read by programs at RRHS. Assessments unable to be read/viewed **WILL NOT** be considered. Students are reminded of their responsibility to make certain their ICT resources compliment RRHS ICT resources.
   * Students may lodge assessment through **STUDENT DATA**, but not through **EMAIL**.

4. **Students MUST adhere to the senior assessment policy guidelines on malpractice.**
MODULE B:
TEXTS AND WAYS OF THINKING

ELECTIVE 1: After The Bomb

Sylvia Plath – Poetry
The Applicant
Daddy
Lady Lazarus
Morning Song
Words
The Arrival of The Bee Box
Fever 103

John Le Carre – Fiction
The Spy Who Came In From The Cold

Samuel Beckett – Drama
Waiting For Godot
<table>
<thead>
<tr>
<th>Study Unit</th>
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| **Outcomes:** 1, 2, 3, 4  
**Assessment:** 1. Writing Portfolio – Imaginative & Critical  
2. Presentation – Speaking Tutorial & Listening Tutorial  
3. Viewing & Representing |
| **Types of texts used:** Sylvia Plath – Poetry  
The Applicant  
Daddy  
Lady Lazarus  
Morning Song  
Words  
The Arrival of The Bee Box  
Fever 103  
John Le Carre – Fiction  
The Spy Who Came In From The Cold  
Samuel Beckett – Drama  
Waiting For Godot |

**Unit: Module B: Texts and Ways of Thinking. Elective 1: After The Bomb**  
This module requires students to explore and evaluate a selection of texts relating to a particular historical period. It develops their understanding of the ways in which scientific, religious, philosophical or economic paradigms have shaped and are reflected in literature and other texts.  

In this elective students explore texts which relate to the period from the dropping of the atomic bombs on Hiroshima and Nagasaki up to the collapse of the Soviet Union and the dismantling of the Berlin Wall. A climate of Cold War anxiety permeates these texts in a number of ways. The texts may emerge from, respond to, critique, and shape our understanding of ways of thinking during this period. Many of these texts have a common focus on the personal and political ramifications of this era. They are often characterised by an intensified questioning of humanity and human beliefs and values. Experimentation with ideas and form may reflect or challenge ways of thinking during this period.  

In studying the elective After the Bomb, we explore film and literature during the period 1945–1989; the focus is on how nuclear tensions and Cold War anxieties were reflected in texts during this period.  

This isn’t a history elective, but it does help if you have a reasonably informed concept of Hiroshima and the subsequent Cold War. You should research events such as the Berlin airlift, The Korean war, conflict in Vietnam, the Cuban missile crisis, the doctrine of MAD and nuclear proliferation, the Kennedy assassinations and the Iron Curtain. This research will help you identify the scientific, religious, philosophical and economic paradigms that characterised the Cold War, and also the personal and political ramifications (costs and consequences) of these ways of thinking.  

In this elective, students are required to study at least three of the prescribed texts, as well as other 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 appropriate examples. Texts should be drawn from a range of contexts and media, and should reflect the concerns of the Cold War period.
<table>
<thead>
<tr>
<th>English Extension Course 1 Objectives</th>
<th>HSC English Extension Course 1 Outcomes</th>
<th>HSC English Extension Course 1 Content</th>
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<tbody>
<tr>
<td>Students will develop knowledge and understanding of how and why texts are valued.</td>
<td>1. A student distinguishes and evaluates the values expressed through texts.</td>
<td>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.</td>
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<tr>
<td>Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.</td>
<td>2. A student explains different ways of valuing texts.</td>
<td>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.</td>
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<td>Students will develop skills in sustained composition.</td>
<td>3. A student composes extended texts.</td>
<td>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.</td>
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<td>Students will develop skills in extensive independent investigation.</td>
<td>4. A student develops and delivers sophisticated presentations.</td>
<td>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.</td>
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</table>
Glossary of Marking Criteria Terms

- **Skilful** – extensive knowledge, understanding and skills are displayed through a response which is:

  Detailed, dynamic, extensive, flawless, intrinsic knowledgeable, perceptive, reflective, sophisticated

- **Effective** – thorough knowledge, understanding and skills are displayed through a response which is:

  Actual, functioning, impressive, powerful, productive, substantial, thoughtful, well prepared

- **Sound** – satisfactory knowledge, understanding and skills are displayed through a response which is:

  Solid, valid, well-grounded, balanced, competent, complete, adequate

- **Limited** – limited knowledge, understanding and skills are displayed through a response which is:

  Generalized, incomplete, narrow, restricted

- **Elementary** – elementary knowledge, understanding and skills are displayed through a response which is:

  an attempt, basic, draft, simple
OUTCOMES: A student:
1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
3. composes extended texts

TASK DESCRIPTION: TEXTS AND WAYS OF THINKING:
After The Bomb
Writing Portfolio

Part 1B: Imaginative Task

Imagine you are a young writer living in England, The USA or the Soviet Union in 1950. Write a letter to a friend in which you express your understanding of and concerns about the nuclear threat, the artistic response to this new threatening world order and your eagerness to take action in raising awareness.

In your response you should:

- Demonstrate control in the use of language and form appropriate to the task.
- Provide background details as to the attitudes and insights typical of writers experiencing the Cold War era, along with an insightful discussion of any relevant ideological or cultural paradigm shifts.
- Provide a personal reflection on the nature of society, the dichotomy science versus religion, the increasing tension between the new super powers, concern for a nuclear war, political detente, and your writing specifically.
- Frame the Cold War era in its broader context of the age, widespread national/international change etc) and explain the significance of this context, to the degree to which Cold War thinkers and writers sought to raise awareness of nuclear Armageddon or challenge government nuclear proliferation policies.
- Make meaningful references/links to Cold War composers/thinkers and their compositions of the time (no analysis of texts required).

Length:
- 500 words
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<th>Criteria</th>
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<td>• Shows perceptive skill to create a text that demonstrates an imaginative ability to capture the tone and mood of the Cold War period</td>
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<tr>
<td>• Demonstrates with flair and insight how the ways of thinking characteristic of Cold War period composers are shaped and are reflected in texts</td>
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<td>• Displays highly developed control of language to express complex ideas appropriate to audience, purpose, context and form</td>
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<td>• Shows effective skill to create a text that demonstrates an imaginative ability to capture the tone and mood of the Cold War period</td>
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<td>• Demonstrates with insight how the ways of thinking characteristic of Cold War period composers are shaped and are reflected in texts</td>
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<tr>
<td>• Displays effective control of language to express complex ideas appropriate to audience, purpose, context and form</td>
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<td>• Shows sound skill to create a text that demonstrates an ability to capture the tone and mood of the Cold War period</td>
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<td>• Demonstrates with competency how the ways of thinking characteristic of Cold War period composers are shaped and are reflected in texts</td>
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<td>• Displays competent control of language to express ideas appropriate to audience, purpose, context and form</td>
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<tr>
<td>• Shows limited skill to create a text that demonstrates an ability to capture the tone and mood of the Cold War period</td>
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<tr>
<td>• Provides a limited understanding of how the ways of thinking characteristic of Cold War period composers are shaped and are reflected in texts</td>
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<tr>
<td>• Displays limited control of language to express ideas</td>
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<tr>
<td>• Shows minimal ability to create a text</td>
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<tr>
<td>• Provides a elementary understanding of how the ways of thinking characteristic of Cold War period composers are shaped and are reflected in texts</td>
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<tr>
<td>• Displays minimal control of language</td>
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### CRITICAL WRITING ASSESSMENT COVER SHEET

#### OUTCOMES: A student:
1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
3. composes extended texts

#### TASK DESCRIPTION:

**TEXTS AND WAYS OF THINKING:**

*After The Bomb*

*Writing Portfolio*

**Part 1B: Critical Task**  in-class essay

> ‘In *After The Bomb*, composers not only critique personal and political values but also manipulate textual forms and features in response to their times.’

Evaluate the extent to which this is true of the poetry of Sylvia Plath (2 Prescribed Texts) and a text of your own choosing.

**Time:** 1 hour

**Support Material:** students are permitted and encouraged to have available ONE A4 page (front & back) containing a proposed essay plan/structure, including support references or quotes, to assist in their response. Complete paragraph or blocks of written information are not permitted as part of the support materials.
## EXTENSION I ENGLISH MARKING GUIDELINES

<table>
<thead>
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<th>Criteria</th>
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<td>• Shows perceptive ability to compose an essay that demonstrates an evaluation or the representations of Self in the poetry of Plath and other texts</td>
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<td>• Demonstrates with flair and insight how the ways of thinking characteristic of Cold War composers are shaped and are reflected in texts</td>
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<td>• Displays highly developed control of language to express complex ideas with clarity and originality</td>
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<td>• Shows substantial ability to compose an essay that demonstrates an evaluation or the representations of Self in the poetry of Plath and other texts</td>
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<td>• Demonstrates with insight how the ways of thinking characteristic of Cold War composers are shaped and are reflected in texts</td>
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<tr>
<td>• Displays effective control of language to express complex ideas with clarity</td>
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<tr>
<td>• Shows sound ability to compose an essay that demonstrates an evaluation or the representations of Self in the poetry of Plath and other texts</td>
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<td>• Demonstrates with competency how the ways of thinking characteristic of Cold War composers are shaped and are reflected in texts</td>
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<tr>
<td>• Displays competent control of language to express complex ideas</td>
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<td>• Shows limited ability to compose an essay that demonstrates an evaluation or the representations of Self in the poetry of Plath and other texts</td>
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<td>• Provides a limited analysis of how the ways of thinking characteristic of Cold War composers are shaped and are reflected in texts</td>
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<td>• Displays limited control of language to express ideas</td>
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<tr>
<td>• Shows minimal ability to compose an essay that demonstrates an evaluation or the representations of Self in the poetry of Self and other texts</td>
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<td>• Provides a minimal analysis of how the ways of thinking characteristic of Cold War composers are shaped and are reflected in texts</td>
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<td>• Displays some control of language to express ideas</td>
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OUTCOMES: A student:
1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
4. develops and delivers sophisticated presentations

TASK DESCRIPTION: ORAL PRESENTATION - SPEAKING

PART 2A: SPEAKING PRESENTATION

Step 1:
Analyse a text of your own choosing that explores the concerns of the Cold War period from 1945 to 1989.

You cannot choose a text already set for study in extension, advanced or standard HSC level.

Step 2:
Use the 8 step ‘Guideline for exploring Supplementary Texts’ (resource 6 in the Cold War unit) to generate a set of notes on the text.

Step 3:
Prepare a 12-15 minute tutorial presentation in which you lead the class through an exploration of your self-selected supplementary text. The Spy Who Came In From The Cold and ONE studied Plath poem. The exploration of these texts is to address the prescription rubric which states:

‘Texts related to [the Cold War] period examine or affirm the power of the imagination to: inform, illuminate and challenge human experience’.

In your response you should:

- Establish Cold War as a movement of artistic expression
- Explore the links between political ideology and individual anxiety inherent to Cold War era literature.
- Establish your own understanding of the differences between the political ideologies or paradigms, to raise information or challenge established social/ political orders (use evidence from the texts to illustrate these differences)
- Evaluate the degree to which each text is an examination or affirmation of the ‘power’ of the individual, and its impact on human experience
• Critically evaluate the extent to which the examination or affirmation is a reflection of, or challenge to, ways of thinking during this period

• Include an analysis of the literary techniques used by each composer to represent the power of anxiety, and its impact on human experience
• Take a conceptual approach to your exploration of the texts. That is, establish points of comparison and contrast between the texts throughout your presentation, rather than provide an independent analysis of each text in sequence

**Tutorial presentation style may involve:**

• Use of power point presentation
• Use of visual/audio aids
• The inclusion of class/group workshop activities (3 minutes maximum)
• The inclusion of mind-mapping/brainstorming activities (2 minutes maximum)
• Quick-quiz/questionnaire activity (2 minutes maximum)

Your tutorial presentation should be supported by a concise set of notes no more than two A4 pages, for distribution to the class.
## ORAL PRESENTATION – SPEAKING

### EXTENSION I ENGLISH MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows a perceptive ability to present a tutorial that demonstrates an</td>
<td>20</td>
</tr>
<tr>
<td>understanding of the links between the individual’s place in society and</td>
<td></td>
</tr>
<tr>
<td>paradigms inherent to the Cold War.</td>
<td>19</td>
</tr>
<tr>
<td>• Demonstrates with flair and insight the degree to which each text is</td>
<td>18</td>
</tr>
<tr>
<td>a reflection of, or challenge to, ways of thinking during the period.</td>
<td>17</td>
</tr>
<tr>
<td>• Displays highly developed control of language and manner to present</td>
<td></td>
</tr>
<tr>
<td>complex ideas</td>
<td></td>
</tr>
<tr>
<td>• Shows substantial ability to present a tutorial that demonstrates an</td>
<td>16</td>
</tr>
<tr>
<td>understanding of the links between the individual’s place in society</td>
<td>15</td>
</tr>
<tr>
<td>and paradigms inherent to the Cold War.</td>
<td>14</td>
</tr>
<tr>
<td>• Demonstrates with insight the degree to which each text is a reflection</td>
<td></td>
</tr>
<tr>
<td>of, or challenge to, ways of thinking during the period.</td>
<td></td>
</tr>
<tr>
<td>• Displays effective control of language and manner to present complex</td>
<td></td>
</tr>
<tr>
<td>ideas</td>
<td></td>
</tr>
<tr>
<td>• Shows sound ability to present a tutorial that demonstrates an</td>
<td>12</td>
</tr>
<tr>
<td>understanding of the links between the individual’s place in society</td>
<td>11</td>
</tr>
<tr>
<td>and paradigms inherent to the Cold War.</td>
<td>10</td>
</tr>
<tr>
<td>• Demonstrates with competency the degree to which each text is a</td>
<td></td>
</tr>
<tr>
<td>reflection of, or challenge to, ways of thinking during the period.</td>
<td></td>
</tr>
<tr>
<td>• Displays competent control of language and manner to present complex</td>
<td>9</td>
</tr>
<tr>
<td>ideas</td>
<td></td>
</tr>
<tr>
<td>• Shows limited ability to present a tutorial that demonstrates an</td>
<td>8</td>
</tr>
<tr>
<td>understanding of the links between the individual’s place in society</td>
<td>7</td>
</tr>
<tr>
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<td>6</td>
</tr>
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</tr>
<tr>
<td>• Displays limited control of language and manner to present ideas</td>
<td>5</td>
</tr>
<tr>
<td>• Shows minimal ability to present a tutorial that demonstrates an</td>
<td>4</td>
</tr>
<tr>
<td>understanding of the links between the individual’s place in society</td>
<td>3</td>
</tr>
<tr>
<td>and paradigms inherent to the Cold War.</td>
<td>2</td>
</tr>
<tr>
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<td>• Displays minimal control of language and manner to present ideas</td>
<td>1</td>
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</tbody>
</table>
RICHMOND RIVER HIGH SCHOOL
Year 12 HSC English Assessment

Subject: Extension I English
Head Teacher: Hanley
Due Date: Monday 9.00am
Weighting: Listening 10%
Week 8 Term 2 2013

ORAL ASSESSMENT COVER SHEET must accompany evaluation

OUTCOMES: A student:
1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
4. develops and delivers sophisticated presentations

TASK DESCRIPTION: ORAL PRESENTATION - LISTENING

PART 2B: LISTENING PRESENTATION

A. IN THE ‘7 MINUTE’ HOT SEAT: You are ONE of the following:
A/The protagonist from one of your prescribed texts
The narrator of one of your prescribed texts
A minor character from one of your prescribed texts

You are being interviewed as a living book. Be prepared to discuss your character’s perspective on your function, relationships and world view.

B: As you are listening to the other speakers, select TWO, and complete the listening task questions based on the content and delivery of their speeches.

In your answer you will be assessed on how well you:
Convey an understanding of the protagonist/narrator/character
Engage the audience through thoughtful, interesting discussion in a sustained and extended presentation
Discuss textual details and feature
Speak – don’t read and deliver with fluency and modulation
Listen thoughtfully and carefully to the ideas, conventions, language features, form and structure of the two imaginative and interpretative tasks
Demonstrate an appreciation of the above features
OUTCOMES: A student:
1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
4. develops and delivers sophisticated presentations

TASK DESCRIPTION: VIEWING & REPRESENTING

CHARACTER & SETTING:

Step 1:
Select an interesting and perhaps often enigmatic character from one or more of your Cold War texts and contextualise your character in the setting they inhabit in the text.

Step 2:
Complete ONE of the following:
A photographic essay, poster, diorama, model etc based on the setting
A storyboard for a new text featuring the setting
Set design for a film
A short film featuring the setting
An outline of a computer game appropriating the same setting
A computer game featuring the setting
A puzzle box of significant objects and moments from the setting
Free choice

Step 3:
Include a 750 word reflection on what you tried to achieve, and what you have learned about the character AND the setting in Cold War texts.
### Extension I English Marking Guidelines

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<td>2</td>
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</tbody>
</table>
Richmond River High

Preliminary and HSC Assessment
Assessment Cover Sheet

English 2014

VIEWING & REPRESENTING

Subject: Extension I English  
Head Teacher: Hanley
Due Date: Tuesday Week 2 Term 3 2014  
Weighting: Viewing & Representing - 20%

Student Endorsement:

TICK APPROPRIATE RESPONSES

My assessment has been submitted on or before the due date.
   In assessment box
   On student data server in work hand in area under the following teacher’s
   name: ____________
   USB Drive

My assessment has been submitted by 9.00am on the day of the due date.

My assessment has been submitted in acceptable condition.

I have adhered to the senior assessment policy guidelines on malpractice.

Student Name: __________________________________________

Student Signature: ______________________________________

Classroom Teacher: ______________________________________
Richmond River High

Preliminary and HSC Assessment
Assessment Cover Sheet

English 2014

ORAL PRESENTATION – LISTENING

Subject: Extension I English
Due Date: Tuesday Week 8 Term 2 2014
Head Teacher: Hanley
Weighting: Listening 10%

Student Endorsement:
TICK APPROPRIATE RESPONSES

My assessment has been submitted on or before the due date.
In assessment box
On student data server in work hand in area under the following teacher’s name: __________________
USB Drive

My assessment has been submitted by 9.00am on the day of the due date.

My assessment has been submitted in acceptable condition.

I have adhered to the senior assessment policy guidelines on malpractice.

Student Name: __________________________________________
Student Signature: _________________________________________
Classroom Teacher: _________________________________________
Richmond River High
Preliminary and HSC Assessment
Assessment Cover Sheet

English 2014

ORAL PRESENTATION – SPEAKING

Subject: Extension I English
Head Teacher: Hanley
Due Date: Monday 9.00am Week 3 Term 2 2014
Weighting: Speaking - 10%

Student Endorsement:
TICK APPROPRIATE RESPONSES

My assessment has been submitted on or before the due date.
   In assessment box
   On student data server in work hand in area under the following teacher’s
name: __________________
   USB Drive
   CD disk

My assessment has been submitted by 9.00am on the day of the due date.

My assessment has been submitted in acceptable condition.

I have adhered to the senior assessment policy guidelines on malpractice.

Student Name: __________________________________________

Student Signature: __________________

Classroom Teacher: _______________________________________
English 2014

TEXTS AND WAYS OF THINKING: ROMANTICISM

Writing Portfolio

PART 2

Subject: Extension I English
Due Date: Monday 9.00am Week 3 Term 1 2014

Head Teacher: Hanley
Weighting: Writing - 10%

Student Endorsement:
TICK APPROPRIATE RESPONSES

My assessment has been submitted on or before the due date.
   In assessment box
   On student data server in work hand in area under the following teacher’s name: _______________
   USB Drive

My assessment has been submitted by 9.00am on the day of the due date.

My assessment has been submitted in acceptable condition.

I have adhered to the senior assessment policy guidelines on malpractice.

Student Name: ________________________________________________

Student Signature: ____________________________________________

Classroom Teacher: ___________________________________________
Richmond River High

Preliminary and HSC Assessment
Assessment Cover Sheet

**English 2014**

**TEXTS AND WAYS OF THINKING: ROMANTICISM**

**Writing Portfolio**

**PART 1**

**Subject:** Extension I English  
**Head Teacher:** Hanley

**Due Date:** Monday 9.00am Week 8 Term 4 2013  
**Weighting:** Writing – 20%

**Student Endorsement:**

**TICK APPROPRIATE RESPONSES**

*My assessment has been submitted on or before the due date.*

*In assessment box*
*On student data server in work hand in area under the following teacher’s name: ____________
*USB Drive*

*My assessment has been submitted by 9.00am on the day of the due date.*

*My assessment has been submitted in acceptable condition.*

*I have adhered to the senior assessment policy guidelines on malpractice.*

**Student Name:** ________________________________

**Student Signature:** ________________________________

**Classroom Teacher:** ________________________________
Richmond River High

Preliminary and HSC Assessment
Student Acknowledgement Sheet

Students in Preliminary (Yr 11) and HSC (Year 12) English courses will be issued with their English Assessment booklet which contains ALL assessments, course outlines, assessment loadings and information relevant to the submission of assessments for their course. Students are required to acknowledge their receipt and reading of this document by signing the endorsement below and returning to class room teacher upon receipt of the booklet.

**Student Endorsement:**

**English 2014**

I __________________________ acknowledge the receipt of my English Assessment booklet.

I understand it is my responsibility to maintain this booklet in a secure environment and seek Head Teacher advice for a replacement if I lose or damage my copy.

I have read and understand the relevant information concerning assessment due dates, acceptable assessment conditions and my rights and responsibilities with reference to misadventure and illness provions and documentation.

I understand a copy of this assessment booklet is found on the student data server: work handout area: English: Mr Hanley: assessments: Year 12.

Signed: ______________________________

Dated: ______________________________

Teacher Initials: _____________________

To be signed and returned to classroom teacher upon collection of this assessment schedule