

## 2014 HSC English (Advanced) Paper 2 Marking Guidelines

### Section I — Module A: Comparative Study of Texts and Context

#### Question 1 — Elective 1: Exploring Connections

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explores skilfully how the idea of the pursuit of individual recognition/the disturbing nature of the world/the challenge of living your own life/the importance of living a full life is shaped and reshaped in the texts from different contexts</li> <li>• Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references</li> <li>• Composes a thoughtful response using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explores effectively how the idea of the pursuit of individual recognition/the disturbing nature of the world/the challenge of living your own life/the importance of living a full life is shaped and reshaped in the texts from different contexts</li> <li>• Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references</li> <li>• Composes an effective response using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Explores how the idea of the pursuit of individual recognition/the disturbing nature of the world/the challenge of living your own life/the importance of living a full life is shaped and reshaped in the texts from different contexts</li> <li>• Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual references</li> <li>• Composes a sound response using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Explains some aspects of the connections in ideas between the prescribed texts</li> <li>• Demonstrates limited understanding of the relationship between texts and contexts</li> <li>• Composes a limited response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Describes aspects of the texts using elementary knowledge</li> <li>• May attempt to describe aspects of texts and contexts</li> <li>• Attempts to compose a response</li> </ul>	1–4

## Section I — Module A: Comparative Study of Texts and Context

### Question 2 — Elective 2: Texts in Times

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explores skilfully the ways the texts from different contexts reflect changing perspectives on the idea of desire for individual recognition/pursuit of perfection/need for personal recognition</li> <li>• Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references</li> <li>• Composes a thoughtful response using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explores effectively the ways the texts from different contexts reflect changing perspectives on the idea of desire for individual recognition/pursuit of perfection/need for personal recognition</li> <li>• Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references</li> <li>• Composes an effective response using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Explores the ways the texts from different contexts reflect changing perspectives on the idea of desire for individual recognition/pursuit of perfection/need for personal recognition</li> <li>• Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual references</li> <li>• Composes a sound response using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Explains some aspects of the ways the texts reflect changing perspectives on ideas between the prescribed texts</li> <li>• Demonstrates limited understanding of the relationship between texts and contexts</li> <li>• Composes a limited response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Describes aspects of the texts using elementary knowledge</li> <li>• May attempt to describe aspects of texts and contexts</li> <li>• Attempts to compose a response</li> </ul>	1–4

## Section II — Module B: Critical Study of Texts

**Question 3 — Shakespearean Drama**

**Question 4 — Prose Fiction**

**Question 5 — Drama**

**Question 6 — Film**

**Question 7 — Poetry**

**Question 8 — Nonfiction – Essays**

**Question 9 — Nonfiction – Speeches**

Criteria	Marks
<ul style="list-style-type: none"> <li>Explores skilfully how the portrayal of the complex nature of revenge/ life’s journey/family life/identity/self-determination/independence/ happiness/inspiration/personal experience/nationalism/national identity contribute to the enduring value of the text</li> <li>Demonstrates a well-informed understanding of context, language, form and ideas using well selected and detailed textual references</li> <li>Composes a thoughtful argument using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Explores effectively how the portrayal of the complex nature of revenge/ life’s journey/family life/identity/self-determination/independence/ happiness/inspiration/personal experience/nationalism/national identity contribute to the enduring value of the text</li> <li>Demonstrates an informed understanding of context, language, form and ideas using relevant and detailed textual references</li> <li>Composes an effective argument using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Explores how the portrayal of the complex nature of revenge/life’s journey/family life/identity/self-determination/independence/ happiness/inspiration/personal experience/nationalism/national identity contribute to the enduring value of the text</li> <li>Demonstrates an understanding of context, language, form and ideas with some relevant textual references</li> <li>Composes a sound argument using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Describes aspects of their own response to the prescribed text</li> <li>Makes limited reference to the text</li> <li>Composes a limited response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Attempts to explore aspects of their prescribed text using elementary knowledge of the text</li> <li>Attempts to compose a response to the question</li> </ul>	1–4

### Section III — Module C: Representation and Text

#### Question 10 — Elective 1: Conflicting Perspectives

Criteria	Marks
<ul style="list-style-type: none"> <li>• Discusses perceptively how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores skilfully the relationship between representation and meaning using well selected and detailed textual references</li> <li>• Composes a skilful response using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Discusses effectively how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores effectively the relationship between representation and meaning using relevant and detailed textual references</li> <li>• Composes an effective response using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Discusses how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores the relationship between representation and meaning with some relevant textual references</li> <li>• Composes a sound response using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes aspects of the statement and/or the texts</li> <li>• Describes aspects of the relationship between representation and meaning with limited textual references</li> <li>• Composes a limited response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Attempts to describe aspects of the texts</li> <li>• Attempts to compose a response</li> </ul>	1–4

## Section III — Module C: Representation and Text

### Question 11 — Elective 2: History and Memory

Criteria	Marks
<ul style="list-style-type: none"> <li>• Discusses perceptively how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores skilfully the relationship between representation and meaning using well selected and detailed textual references</li> <li>• Composes a skilful response using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Discusses effectively how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores effectively the relationship between representation and meaning using relevant and detailed textual references</li> <li>• Composes an effective response using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Discusses how the statement relates to the prescribed text and ONE additional text</li> <li>• Explores the relationship between representation and meaning with some relevant textual references</li> <li>• Composes a sound response using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes aspects of the statement and/or the texts</li> <li>• Describes aspects of the relationship between representation and meaning with limited textual references</li> <li>• Composes a limited response</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Attempts to describe aspects of the texts</li> <li>• Attempts to compose a response</li> </ul>	1–4

# English (Advanced)

## Paper 2

### 2014 HSC Examination Mapping Grid

#### Section I — Module A: Comparative Study of Texts and Context

Question	Marks	Content	Syllabus outcomes
1	20	Comparative Study of Texts and Context Elective 1: Exploring Connections	H1, H2, H2a, H3, H4, H5, H6, H10, H12a
2	20	Comparative Study of Texts and Context Elective 2: Texts in Time	H1, H2, H2a, H3, H4, H5, H6, H10, H12a

#### Section II — Module B: Critical Study of Texts

Question	Marks	Content	Syllabus outcomes
3	20	Critical Study of Texts – Shakespearean Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
4	20	Critical Study of Texts – Prose Fiction	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
5	20	Critical Study of Texts – Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
6	20	Critical Study of Texts – Film	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
7	20	Critical Study of Texts – Poetry	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
8	20	Critical Study of Texts – Nonfiction — Essays	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
9	20	Critical Study of Texts – Nonfiction — Speeches	H1, H2a, H3, H4, H5, H6, H8, H10, H12a

#### Section III — Module C: Representation and Text

Question	Marks	Content	Syllabus outcomes
10	20	Representation and Text Elective 1: Conflicting Perspectives	H1, H2, H3, H4, H5, H6, H7, H8, H10
11	20	Representation and Text Elective 2: History and Memory	H1, H2, H3, H4, H5, H6, H7, H8, H10