

2014 HSC English (Standard) Paper 2 Marking Guidelines

Section I — Module A: Experience Through Language

Question 1 — Elective 1: Distinctive Voices

Criteria	Marks
<ul style="list-style-type: none"> Explores effectively how the qualities of distinctive voices create interest and draw us into the experiences of others in the prescribed text and ONE other related text Presents an effective response demonstrating well-developed understanding of the texts' ideas based on relevant textual knowledge Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Explores competently how the qualities of distinctive voices create interest and draw us into the experiences of others in the prescribed text and ONE other related text Presents a competent response demonstrating a developed understanding of the texts' ideas based on textual knowledge Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Explores how the qualities of distinctive voices create interest and draw us into the experiences of others in the prescribed text and ONE other related text Presents a response demonstrating understanding of the texts' ideas based on some textual knowledge Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Describes aspects of the text(s) Attempts a response demonstrating limited understanding of ideas based on limited textual knowledge Attempts to organise and express ideas with limited appropriateness to audience, purpose and form 	5–8
<ul style="list-style-type: none"> Attempts to describe elements of the text(s) Demonstrates elementary textual knowledge Attempts to organise a response in an elementary way 	1–4

Section I — Module A: Experience Through Language

Question 2 — Elective 2: Distinctively Visual

Criteria	Marks
<ul style="list-style-type: none"> • Explores effectively how the qualities of distinctive images create interest and draw us into the experiences of others in the prescribed text and ONE other related text. • Presents an effective response demonstrating well-developed understanding of the texts' ideas based on relevant textual knowledge • Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> • Explores competently how the qualities of distinctive images create interest and draw us into the experiences of others in the prescribed text and ONE other related text • Presents a competent response demonstrating a developed understanding of the texts' ideas based on textual knowledge • Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> • Explores how the qualities of distinctive images draw us into the experiences of others in the prescribed text and ONE other related text • Presents a response demonstrating understanding of the texts' ideas based on some textual knowledge • Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> • Describes aspects of the text(s) • Attempts a response demonstrating limited understanding of ideas based on limited textual knowledge • Attempts to organise and express ideas with limited appropriateness to audience, purpose and form 	5–8
<ul style="list-style-type: none"> • Attempts to describe elements of the text(s) • Demonstrates elementary textual knowledge • Attempts to organise a response in an elementary way 	1–4

Section II — Module B: Close Study of Text

Question 3 — Prose Fiction

Question 4 — Drama

Question 5 — Poetry

Question 6 — Nonfiction

Question 7 — Film

Criteria	Marks
<ul style="list-style-type: none"> • Explores effectively how X's use of the nominated technique highlights the stated idea • Presents an effective response based on relevant, detailed textual knowledge and understanding of the extract and the text as a whole/one other poem • Organises, develops and presents an effective response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> • Explores competently how X's use of the nominated technique highlights the stated idea • Presents a competent response based on relevant textual knowledge and understanding of the extract and the text as a whole/one other poem • Organises, develops and presents a competent response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> • Explores how X's use of the nominated technique highlights the stated idea • Presents a response based on some textual knowledge and understanding • Organises, develops and presents an adequate response using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> • Describes aspects of the text • Attempts a response based on limited textual knowledge and understanding • Attempts to organise a response in a limited way 	5–8
<ul style="list-style-type: none"> • Demonstrates an elementary understanding of the text • Attempts to organise a response in an elementary way 	1–4

Section III — Module C: Texts and Society

Question 8 — Elective 1: The Global Village

Criteria	Marks
<ul style="list-style-type: none"> Explains effectively how individuals living in a global context struggle to balance their personal beliefs with the attitudes of the wider world, with reference to the prescribed text and ONE other related text Presents a response based on relevant, detailed textual knowledge and understanding Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form 	17–20
<ul style="list-style-type: none"> Explains competently how individuals living in a global context struggle to balance their personal beliefs with the attitudes of the wider world, with reference to the prescribed text and ONE other related text Presents a response based on sound textual knowledge and understanding Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form 	13–16
<ul style="list-style-type: none"> Explains how individuals living in a global context struggle to balance their personal beliefs with the attitudes of the wider world, with reference to the prescribed text and ONE other related text Presents a response based on some textual knowledge and understanding Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form 	9–12
<ul style="list-style-type: none"> Presents a limited response with limited textual knowledge Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form 	5–8
<ul style="list-style-type: none"> Demonstrates elementary textual knowledge Attempts to express ideas with an elementary understanding of language and/or form 	1–4

Section III — Module C: Texts and Society

Question 9 — Elective 2: Into the World

Criteria	Marks
<ul style="list-style-type: none"> Explains effectively how individuals venturing into new experiences struggle to balance their personal values with the expectations of the broader world, with reference to the prescribed text and ONE other related text Presents a response based on relevant, detailed textual knowledge and understanding Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form 	17–20
<ul style="list-style-type: none"> Explains competently how individuals venturing into new experiences struggle to balance their personal values with the expectations of the broader world, with reference to the prescribed text and ONE other related text Presents a response based on sound textual knowledge and understanding Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form 	13–16
<ul style="list-style-type: none"> Explains how individuals venturing into new experiences struggle to balance their personal values with the expectations of the broader world, with reference to the prescribed text and ONE other related text Presents a response based on some textual knowledge and understanding Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form 	9–12
<ul style="list-style-type: none"> Presents a limited response with limited textual knowledge Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form 	5–8
<ul style="list-style-type: none"> Demonstrates elementary textual knowledge Attempts to express ideas with an elementary understanding of language and/or form 	1–4

English (Standard)

Paper 2

2014 HSC Examination Mapping Grid

Section I — Module A: Experience Through Language

Question	Marks	Content	Syllabus outcomes
1	20	Experience Through Language Elective 1: Distinctive Voices	H1, H2, H3, H4, H6, H7, H10
2	20	Experience Through Language Elective 2: Distinctively Visual	H1, H2, H3, H4, H6, H7, H10

Section II — Module B: Close Study of Text

Question	Marks	Content	Syllabus outcomes
3	20	Close Study of Text – Prose Fiction	H1, H3, H4, H5, H6, H8, H10
4	20	Close Study of Text – Drama	H1, H3, H4, H5, H6, H8, H10
5	20	Close Study of Text – Poetry	H1, H3, H4, H5, H6, H8, H10
6	20	Close Study of Text – Nonfiction	H1, H3, H4, H5, H6, H8, H10
7	20	Close Study of Text – Film	H1, H3, H4, H5, H6, H8, H10

Section III — Module C: Texts and Society

Question	Marks	Content	Syllabus outcomes
8	20	Texts and Society Elective 1: The Global Village	H1, H2, H3, H4, H6, H7, H8, H10
9	20	Texts and Society Elective 2: Into the World	H1, H2, H3, H4, H6, H7, H8, H10