



B O A R D O F S T U D I E S
NEW SOUTH WALES

**2009 HSC English (Advanced)
Paper 2
Marking Guidelines**

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

Question 1 — Elective 1: Exploring Connections

Outcomes assessed: H1, H2, H2A, H4, H5, H6, H10, H12A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Compares skilfully how a study of the connections between <i>King Richard III / Looking for Richard</i>, <i>The Aunt's Story / Rosemary Dobson's poetry</i>, <i>Pride and Prejudice / Letters to Alice on First Reading Jane Austen</i>, <i>John Donne's poetry / W;t</i>, provides a deeper understanding of ambition and identity / place and identity / relationships and identity / suffering and identity Demonstrates skilfully an understanding of the relationships between texts and contexts using well-selected and detailed textual reference Composes a perceptive comparison using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Compares effectively how a study of the connections between <i>King Richard III / Looking for Richard</i>, <i>The Aunt's Story / Rosemary Dobson's poetry</i>, <i>Pride and Prejudice / Letters to Alice on First Reading Jane Austen</i>, <i>John Donne's poetry / W;t</i>, provides a deeper understanding of ambition and identity / place and identity / relationships and identity / suffering and identity Demonstrates effectively an understanding of the relationships between texts and contexts using detailed textual reference Composes an effective comparison using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Compares how a study of the connections between <i>King Richard III / Looking for Richard</i>, <i>The Aunt's Story / Rosemary Dobson's poetry</i>, <i>Pride and Prejudice / Letters to Alice on First Reading Jane Austen</i>, <i>John Donne's poetry / W;t</i>, provides an understanding of ambition and identity / place and identity / relationships and identity / suffering and identity Demonstrates an understanding of some aspects of the relationships between texts and contexts using relevant textual reference Composes a sound comparison using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Explains aspects of the connections between <i>King Richard III / Looking for Richard</i>, <i>The Aunt's Story / Rosemary Dobson's poetry</i>, <i>Pride and Prejudice / Letters to Alice on First Reading Jane Austen</i>, <i>John Donne's poetry / W;t</i> Demonstrates limited understanding of the relationships between texts and contexts Composes a limited response 	5–8
<ul style="list-style-type: none"> Describes aspects of the texts using elementary knowledge May attempt to describe aspects of texts and contexts Attempts to compose a response to the question 	1–4

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

Question 2 — Elective 2: Texts in Time

Outcomes assessed: H1, H2, H2A, H4, H5, H6, H10, H12A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Compares skilfully how a consideration of the parallels between <i>Frankenstein / Blade Runner</i>, <i>The Great Gatsby / Elizabeth Barrett Browning's poetry</i>, <i>Who's Afraid of Virginia Woolf / A Room of One's Own</i>, provides a deeper understanding of disruption and identity / aspirations and identity / independence and identity Demonstrates skilfully an understanding of the relationships between texts and contexts using well-selected and detailed textual reference Composes a perceptive comparison using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Compares effectively how a consideration of the parallels between <i>Frankenstein / Blade Runner</i>, <i>The Great Gatsby / Elizabeth Barrett Browning's poetry</i>, <i>Who's Afraid of Virginia Woolf / A Room of One's Own</i>, provides a deeper understanding of disruption and identity / aspirations and identity / independence and identity Demonstrates effectively an understanding of the relationships between texts and contexts using detailed textual reference Composes an effective comparison using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Compares how a consideration of the parallels between <i>Frankenstein / Blade Runner</i>, <i>The Great Gatsby / Elizabeth Barrett Browning's poetry</i>, <i>Who's Afraid of Virginia Woolf / A Room of One's Own</i>, provides an understanding of disruption and identity / aspirations and identity / independence and identity Demonstrates an understanding of some aspects of the relationships between texts and contexts using relevant textual reference Composes a sound comparison using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Explains some parallels between <i>Frankenstein / Blade Runner</i>, <i>The Great Gatsby / Elizabeth Barrett Browning's poetry</i>, <i>Who's Afraid of Virginia Woolf / A Room of One's Own</i> Demonstrates limited understanding of the relationships between texts and contexts Composes a limited response 	5–8
<ul style="list-style-type: none"> Describes aspects of the texts using elementary knowledge May attempt to describe aspects of texts and contexts Attempts to compose a response to the question 	1–4

Section II — Module B: Critical Study of Texts

Question 3 — Shakespeare Drama

Question 4 — Prose Fiction

Question 5 — Drama

Question 6 — Film

Question 7 — Poetry

Question 8 — Nonfiction – Essays

Question 9 — Nonfiction – Speeches

Outcomes assessed: H1, H2A, H3, H4, H5, H6, H8, H10, H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Argues skilfully with detailed textual reference the extent to which their own interpretation of the prescribed text supports the view presented in the statement Demonstrates a perceptive understanding of the language and ideas of the text Composes a sustained analysis using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Argues effectively with detailed textual reference the extent to which their own interpretation of the prescribed text supports the view presented in the statement Demonstrates an informed understanding of the language and ideas of the text Composes an effective analysis using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Argues with appropriate textual reference aspects of their own interpretation of the prescribed text and the view presented in the statement Demonstrates a sound understanding of the language and ideas of the text Composes a sound analysis using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Describes with some textual reference aspects of their own interpretation of the prescribed text Makes limited reference to the language and ideas of the text Composes a limited response 	5–8
<ul style="list-style-type: none"> Attempts to explore aspects of their prescribed text using elementary knowledge of the text Attempts to compose a response to the question 	1–4

Section III — Module C: Representation and Text**Question 10 — Elective 1: Conflicting Perspectives***Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Analyses perceptively the ways conflicting perspectives generate diverse and provocative insightsEvaluates skilfully the relationship between representation and meaningComposes a skilful analysis using language appropriate to audience, purpose and form	17–20
<ul style="list-style-type: none">Analyses thoughtfully the ways conflicting perspectives generate diverse and provocative insightsEvaluates effectively the relationship between representation and meaningComposes an effective analysis using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">Analyses the ways conflicting perspectives generate diverse and provocative insightsPresents an evaluation of the relationship between representation and meaningComposes a sound analysis using language appropriate to audience, purpose and form	9–12
<ul style="list-style-type: none">Presents a limited response about the ways conflicting perspectives generate insightsDescribes some aspects of the relationship between representation and meaningComposes a limited response	5–8
<ul style="list-style-type: none">Attempts to describe aspects of the textsAttempts to compose a response	1–4

Section III — Module C: Representation and Text

Question 11 — Elective 2: History and Memory

Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Analyses perceptively the ways an exploration of history and memory generates compelling and unexpected insightsEvaluates skilfully the relationship between representation and meaningComposes a skilful analysis using language appropriate to audience, purpose and form	17–20
<ul style="list-style-type: none">Analyses thoughtfully the ways an exploration of history and memory generates compelling and unexpected insightsEvaluates effectively the relationship between representation and meaningComposes an effective analysis using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">Analyses the ways an exploration of history and memory generates compelling and unexpected insightsPresents an evaluation of the relationship between representation and meaningComposes a sound analysis using language appropriate to audience, purpose and form	9–12
<ul style="list-style-type: none">Presents a limited response about the ways an exploration of history and memory generates insightsDescribes some aspects of the relationship between representation and meaningComposes a limited response	5–8
<ul style="list-style-type: none">Attempts to describe aspects of the textsAttempts to compose a response	1–4