



BOARD OF STUDIES  
NEW SOUTH WALES

## 2013 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 skillfully the ways their appreciation of both texts is enhanced by a comparative study of authority/ landscape/identity/passion</li><li>• Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual reference</li><li>• Composes a perceptive response using language appropriate to audience, purpose and form</li></ul>	17–20
<ul style="list-style-type: none"><li>• Explores effectively the ways their appreciation of both texts is enhanced by a comparative study of authority/ landscape/identity/passion</li><li>• Demonstrates effectively an understanding of the relationship between texts and contexts using detailed, relevant textual reference</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 their appreciation of both texts is enhanced by a comparative study of authority/ landscape/identity/passion</li><li>• Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual reference</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 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 to the question</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 skillfully the ways their appreciation of both texts is enhanced by a comparative study of ambition/passion/power</li><li>• Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual reference</li><li>• Composes a perceptive response using language appropriate to audience, purpose and form</li></ul>	17–20
<ul style="list-style-type: none"><li>• Explores effectively the ways their appreciation of both texts is enhanced by a comparative study of ambition/passion/power</li><li>• Demonstrates effectively an understanding of the relationship between texts and contexts using detailed, relevant textual reference</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 their appreciation of both texts is enhanced by a comparative study of ambition/passion/power</li><li>• Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual reference</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 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 to the question</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 skillfully how the use of time and place are used to shape the audience's/reader's understanding of corruption/the power of ordinary people/resilience/the life of an artist/societal expectations/social conventions/the nature of ego/the search for truth/the enduring value of relationships/the transient nature of life/the shifting nature of beliefs/how knowledge of the past sheds light on the present/in their prescribed text</li> <li>• Demonstrates a perceptive understanding of context, language, form and ideas with detailed textual references</li> <li>• Composes a sustained argument using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explores effectively how the use of time and place are used to shape the audience's/reader's understanding of corruption/ the power of ordinary people/ resilience/the life of an artist/societal expectations/social conventions/the nature of ego/the search for truth/the enduring value of relationships/the transient nature of life/the shifting nature of beliefs/how knowledge of the past sheds light on the present/in their prescribed text</li> <li>• Demonstrates an informed understanding of context, language, form and ideas with 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 use of time and place are used to shape the audience's/reader's understanding of corruption/ the power of ordinary people/ resilience/the life of an artist/societal expectations/social conventions/the nature of ego/the search for truth/the enduring value of relationships/the transient nature of life/the shifting nature of beliefs/how knowledge of the past sheds light on the present/in their prescribed text</li> <li>• Demonstrates an understanding of context, language, form and ideas with appropriate 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>Analyses perceptively the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of conflicting perspectives</li><li>Explores skilfully the relationship between representation and meaning</li><li>Composes a skillful personal response using language appropriate to audience, purpose and form</li></ul>	17–20
<ul style="list-style-type: none"><li>Analyses thoughtfully the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of conflicting perspectives</li><li>Explores effectively the relationship between representation and meaning</li><li>Composes an effective personal response using language appropriate to audience, purpose and form</li></ul>	13–16
<ul style="list-style-type: none"><li>Analyses the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of conflicting perspectives</li><li>Explores the relationship between representation and meaning</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 limited aspects of the relationship between representation and meaning</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>Analyses perceptively the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of history and memory</li><li>Explores skilfully the relationship between representation and meaning</li><li>Composes a skilful personal response using language appropriate to audience, purpose and form</li></ul>	17–20
<ul style="list-style-type: none"><li>Analyses thoughtfully the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of history and memory</li><li>Explores effectively the relationship between representation and meaning</li><li>Composes an effective personal response using language appropriate to audience, purpose and form</li></ul>	13–16
<ul style="list-style-type: none"><li>Analyses the extent to which the statement – <i>All representations are acts of manipulation</i> – is supported by their study of history and memory</li><li>Explores the relationship between representation and meaning</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 limited aspects of the relationship between representation and meaning</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

### 2013 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, H5, H6, H10, H12a
2	20	Comparative Study of Texts and Context Elective 2: Texts in Time	H1, H2, H2a, H3, 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, H3, H4, H5, H6, H8, H10, H12a
4	20	Critical Study of Texts – Prose Fiction	H1, H3, H4, H5, H6, H8, H10, H12a
5	20	Critical Study of Texts – Drama	H1, H3, H4, H5, H6, H8, H10, H12a
6	20	Critical Study of Texts – Film	H1, H3, H4, H5, H6, H8, H10, H12a
7	20	Critical Study of Texts – Poetry	H1, H3, H4, H5, H6, H8, H10, H12a
8	20	Critical Study of Texts – Nonfiction — Essays	H1, H3, H4, H5, H6, H8, H10, H12a
9	20	Critical Study of Texts – Nonfiction — Speeches	H1, 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, H10
11	20	Representation and Text Elective 2: History and Memory	H1, H2, H3, H4, H5, H6, H10