



BOARD OF STUDIES
NEW SOUTH WALES

2009 HSC English (Standard) Paper 2 Marking Guidelines

Section I — Module A: Experience Through Language

Question 1 — Elective 1: Distinctive Voices

Outcomes assessed: H1, H2, H3, H4, H6, H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Discusses effectively the ways distinctive voices communicate distinctive experiences in the prescribed text and one other related text• Presents a coherent discussion based on detailed textual knowledge and well-developed understanding of the texts' ideas and techniques• Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form	17–20
<ul style="list-style-type: none">• Discusses competently the ways distinctive voices communicate distinctive experiences in the prescribed text and one other related text• Presents a discussion based on sound textual knowledge and a sound understanding of the texts' ideas and techniques• Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">• Discusses adequately the ways distinctive voices communicate distinctive experiences in the prescribed text and one other related text• Presents a response based on adequate textual knowledge and adequate understanding of the texts' ideas and techniques• 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 distinctive voices• Attempts a response based on limited textual knowledge and limited understanding of the texts' ideas and techniques• 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 texts• 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

Outcomes assessed: H1, H2, H3, H4, H5, H6, H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Discusses effectively how the distinctively visual conveys distinctive experiences in the prescribed text and one other related text• Presents a coherent discussion based on detailed textual knowledge and well-developed understanding of the texts' ideas and techniques• Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form	17–20
<ul style="list-style-type: none">• Discusses competently how the distinctively visual conveys distinctive experiences in the prescribed text and one other related text• Presents a discussion based on sound textual knowledge and a sound understanding of the texts' ideas and techniques• Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">• Discusses adequately how the distinctively visual conveys distinctive experiences in the prescribed text and one other related text• Presents a response based on adequate textual knowledge and adequate understanding of the texts' ideas and techniques• 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 visual elements in the text/s• Attempts a response based on limited textual knowledge and limited understanding of the texts' ideas and techniques• 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 Texts

Question 3 — Prose Fiction

Question 4 — Drama

Question 6 — Nonfiction

Question 7 — Film

Outcomes assessed: H1, H3, H4, H6, H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Explores effectively the impact of one significant character's choices and actions• Presents an effective exploration based on relevant, detailed textual knowledge• 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 the impact of one significant character's choices and actions• Presents a competent exploration based on relevant, sound textual knowledge• Organises, develops and presents a competent response using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">• Explores aspects of the impact of one significant character's choices and actions• Presents a response based on adequate textual knowledge• 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• Presents a response with limited textual knowledge• 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 II — Module B: Close Study of Texts

Question 5 — Poetry

Outcomes assessed: H1, H3, H4, H6, H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Explores effectively Owen's portrayal of suffering and pity / Wright's portrayal of time and change• Presents an effective exploration based on relevant, detailed textual knowledge• 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 Owen's portrayal of suffering and pity / Wright's portrayal of time and change• Presents a competent exploration based on relevant, sound textual knowledge• Organises, develops and presents a competent response using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">• Explores Owen's portrayal of suffering and pity / Wright's portrayal of time and change• Presents a response based on adequate textual knowledge• 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 suffering and pity / time and change in Owen's / Wright's poetry• Presents a response with limited textual knowledge• 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****Question 9 — Elective 2: Into the World***Outcomes assessed: H1, H3, H4, H6, H8, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Argues effectively in response to the perspective offered in the statement• Bases the response on relevant textual detail• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	17–20
<ul style="list-style-type: none">• Argues competently in response to the perspective offered in the statement• Bases the response on sound textual detail• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	13–16
<ul style="list-style-type: none">• Argues adequately in response to the perspective offered in the statement• Bases the response on adequate textual detail• Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	9–12
<ul style="list-style-type: none">• Responds to aspects of the statement• Presents a 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">• Attempts to describe aspects of texts and/or society• Demonstrates elementary textual knowledge• Attempts to express ideas with an elementary understanding of language and/or form	1–4