



# **2010 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>Analyses skilfully how the central values in <i>King Richard III</i> / <i>The Aunt's Story</i> / <i>Pride and Prejudice</i> / <i>John Donne's poetry</i> are creatively reshaped in <i>Looking for Richard</i> / <i>Rosemary Dobson's poetry</i> / <i>Letters to Alice on First Reading Jane Austen</i> / <i>W;t</i></li> <li>Demonstrates skilfully an understanding of the relationships 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>Analyses effectively how the central values in <i>King Richard III</i> / <i>The Aunt's Story</i> / <i>Pride and Prejudice</i> / <i>John Donne's poetry</i> are creatively reshaped in <i>Looking for Richard</i> / <i>Rosemary Dobson's poetry</i> / <i>Letters to Alice on First Reading Jane Austen</i> / <i>W;t</i></li> <li>Demonstrates effectively an understanding of the relationships between texts and contexts using detailed 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>Analyses how the central values in <i>King Richard III</i> / <i>The Aunt's Story</i> / <i>Pride and Prejudice</i> / <i>John Donne's poetry</i> are creatively reshaped in <i>Looking for Richard</i> / <i>Rosemary Dobson's poetry</i> / <i>Letters to Alice on First Reading Jane Austen</i> / <i>W;t</i></li> <li>Demonstrates an understanding of some aspects of the relationships between texts and contexts using 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 <i>King Richard III</i> / <i>Looking for Richard</i>, <i>The Aunt's Story</i> / <i>Rosemary Dobson's poetry</i>, <i>Pride and Prejudice</i> / <i>Letters to Alice on First Reading Jane Austen</i>, <i>John Donne's poetry</i> / <i>W;t</i></li> <li>Demonstrates limited understanding of the relationships 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 Time

Criteria	Marks
<ul style="list-style-type: none"> <li>Analyses skilfully how <i>Frankenstein / Blade Runner, The Great Gatsby / Elizabeth Barrett Browning's poetry, Who's Afraid of Virginia Woolf / A Room of One's Own</i> portray individuals who challenge the established values of their time</li> <li>Demonstrates skilfully an understanding of the relationships 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>Analyses effectively how <i>Frankenstein / Blade Runner, The Great Gatsby / Elizabeth Barrett Browning's poetry, Who's Afraid of Virginia Woolf / A Room of One's Own</i> portray individuals who challenge the established values of their time</li> <li>Demonstrates effectively an understanding of the relationships between texts and contexts using detailed 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>Analyses how <i>Frankenstein / Blade Runner, The Great Gatsby / Elizabeth Barrett Browning's poetry, Who's Afraid of Virginia Woolf / A Room of One's Own</i> portray individuals who challenge the established values of their time</li> <li>Demonstrates an understanding of some aspects of the relationships between texts and contexts using 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 links between <i>Frankenstein / Blade Runner, The Great Gatsby / Elizabeth Barrett Browning's poetry, Who's Afraid of Virginia Woolf / A Room of One's Own</i></li> <li>Demonstrates limited understanding of the relationships 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 — Shakespeare 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>Argues skilfully with detailed textual reference whether or not the statement resonates with their interpretation of the prescribed text</li> <li>Demonstrates a perceptive understanding of the language and the ideas expressed in the text</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>Argues effectively with detailed textual reference whether or not the statement resonates with their interpretation of the prescribed text</li> <li>Demonstrates an informed understanding of the language and the ideas expressed in the text</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>Argues with appropriate textual reference whether or not the statement resonates with their interpretation of the prescribed text</li> <li>Demonstrates a sound understanding of the language and the ideas expressed in the text</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 with some textual reference aspects of their own interpretation of the prescribed text</li> <li>Makes limited reference to the language and ideas of 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>Argues perceptively the extent to which textual form has shaped their understanding of conflicting perspectives</li> <li>Evaluates skillfully the relationship between representation and meaning</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>Argues thoughtfully the extent to which textual form has shaped their understanding of conflicting perspectives</li> <li>Evaluates effectively the relationship between representation and meaning</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>Argues the extent to which textual form has shaped their understanding of conflicting perspectives</li> <li>Presents an evaluation of 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>Presents a limited response referring to aspects of textual form and conflicting perspectives</li> <li>Describes some 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>Argues perceptively the extent to which textual form has shaped their understanding of history and memory</li> <li>Evaluates skillfully the relationship between representation and meaning</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>Argues thoughtfully the extent to which textual form has shaped their understanding of history and memory</li> <li>Evaluates effectively the relationship between representation and meaning</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>Argues the extent to which textual form has shaped their understanding of history and memory</li> <li>Presents an evaluation of 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>Presents a limited response referring to aspects of textual form and history and memory</li> <li>Describes some 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

### 2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Module A: Comparative Study of Texts and Context</b>			
1	20	Comparative Study of Texts and Context Elective 1: Exploring Connections	H1, H2, H2a, H3, H4, H6, H10, H12a
2	20	Comparative Study of Texts and Context Elective 2: Texts in Time	H1, H2, H2a, H3, H4, H6, H10, H12a
<b>Section II — Module B: Critical Study of Text</b>			
3	20	Critical Study of Text – Shakespearean Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
4	20	Critical Study of Text – Prose Fiction	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
5	20	Critical Study of Text – Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
6	20	Critical Study of Text – Film	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
7	20	Critical Study of Text – Poetry	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
8	20	Critical Study of Text – Nonfiction — Essays	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
9	20	Critical Study of Text – Nonfiction — Speeches	H1, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
<b>Section III — Module C: Representation and Text</b>			
10	20	Representation and Text Elective 1: Conflicting Perspectives	H1, H2, H3, H4, H5, H6, H7, H10
11	20	Representation and Text Elective 2: History and Memory	H1, H2, H3, H4, H5, H6, H7, H10