



BOARD OF STUDIES
NEW SOUTH WALES

2010 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">• Compares effectively the ways distinctive voices are created in the prescribed text and one other related text• Presents a coherent comparison 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">• Compares competently the ways distinctive voices are created in the prescribed text and one other related text• Presents a comparison 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">• Compares adequately the ways distinctive voices are created 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

Criteria	Marks
<ul style="list-style-type: none">• Compares effectively the ways the distinctively visual is created in the prescribed text and one other related text• Presents a coherent comparison 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">• Compares competently the ways the distinctively visual is created in the prescribed text and one other related text• Presents a comparison 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">• Compares adequately the ways the distinctively visual is created 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 5 — Poetry

Question 6 — Nonfiction

Question 7 — Film

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates effectively how the extract introduces us to the important ideas in the prescribed text• Presents an effective response 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">• Demonstrates competently how the extract introduces us to the important ideas in the prescribed text• Presents a competent response 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">• Demonstrates adequately how the extract introduces us to the ideas in the prescribed text• 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">• Presents a limited 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

Criteria	Marks
<ul style="list-style-type: none">• Discusses effectively the view offered in the statement with reference to the prescribed text and at least one other text• 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">• Discusses competently the view offered in the statement with reference to the prescribed text and at least one other related text• 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">• Discusses adequately the view 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

English (Standard) Paper 2

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Module A: Experience Through Language			
1	20	Experience Through Language Elective 1: Distinctive Voices	H1, H2, H3, H4, H6, H8, H10
2	20	Experience Through Language Elective 2: Distinctively Visual	H1, H2, H3, H4, H6, H8, H10
Section II — Module B: Close Study of Text			
3	20	Close Study of Text – Prose Fiction	H1, H3, H4, H6, H8, H10
4	20	Close Study of Text – Drama	H1, H3, H4, H6, H8, H10
5	20	Close Study of Text – Poetry	H H1, H3, H4, H6, H8, H10
6	20	Close Study of Text – Nonfiction	H1, H3, H4, H6, H8, H10
7	20	Close Study of Text – Film	H1, H3, H4, H6, H8, H10
Section III — Module C: Texts and Society			
8	20	Texts and Society Elective 1: The Global Village	H1, H3, H4, H6, H8, H10
9	20	Texts and Society Elective 2: Into the World	H1, H3, H4, H6, H8, H10