



BOARD OF STUDIES
NEW SOUTH WALES

2011 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">• Demonstrates effectively the ways people and their experiences are brought to life through distinctive voices in the prescribed text and at least one other related text• Presents a coherent response 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">• Demonstrates competently the ways people and their experiences are brought to life through distinctive voices in the prescribed text and at least one other related text• Presents a response 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">• Demonstrates adequately the ways people and their experiences are brought to life through distinctive voices in the prescribed text and at least 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 the text(s)• Attempts a response based on limited textual knowledge and limited understanding of 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

Question 2 — Elective 2: Distinctively Visual

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates effectively the ways people and their experiences are brought to life through the distinctively visual in the prescribed text and at least one other related text • Presents a coherent response 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"> • Demonstrates competently the ways people and their experiences are brought to life through the distinctively visual in the prescribed text and at least one other related text • Presents a response 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"> • Demonstrates adequately the ways people and their experiences are brought to life through the distinctively visual in the prescribed text and at least 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 the text(s) • Attempts a response based on limited textual knowledge and limited understanding of 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 Text

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 composer’s perspective is conveyed 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 composer’s perspective is conveyed 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 composer’s perspective is conveyed 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">• Shows 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

Criteria	Marks
<ul style="list-style-type: none"> • Explains effectively how the prescribed text and one other related text portray the consequences of living in the global village • 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"> • Explains competently how the prescribed text and one other related text portray the consequences of living in the global village • 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"> • Explains adequately how the prescribed text and one other related text portray the consequences of living in the global village • 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"> • Presents a limited 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"> • Demonstrates elementary textual knowledge • Attempts to express ideas with an elementary understanding of language and/or form 	1–4

Question 9 — Elective 2: Into the World

Criteria	Marks
<ul style="list-style-type: none">• Explains effectively how the prescribed text and one other related text portray the consequences of moving into the world• 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">• Explains competently how the prescribed text and one other related text portray the consequences of moving into the world• 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">• Explains adequately how the prescribed text and one other related text portray the consequences of moving into the world• 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">• Presents a limited 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">• Demonstrates elementary textual knowledge• Attempts to express ideas with an elementary understanding of language and/or form	1–4

English (Standard)

Paper 2

2011 HSC Examination Mapping Grid

Section I — Module A: Experience Through Language

Question	Marks	Content	Syllabus outcomes
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

Question	Marks	Content	Syllabus outcomes
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	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

Question	Marks	Content	Syllabus outcomes
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