

2012 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"> Evaluates skilfully how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual reference Composes a perceptive response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Evaluates effectively how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates effectively an understanding of the relationship between texts and contexts using detailed textual reference Composes an effective response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Evaluates how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates an understanding of some aspects of the relationship between texts and contexts using relevant textual reference Composes a sound response using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Explains some aspects of the connections between the prescribed texts Demonstrates limited understanding of the relationship between texts and contexts Composes a limited response 	5–8
<ul style="list-style-type: none"> Describes aspects of the texts using elementary knowledge May attempt to describe aspects of texts and contexts Attempts to compose a response to the question 	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"> Evaluates skilfully how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual reference Composes a perceptive response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Evaluates effectively how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates effectively an understanding of the relationship between texts and contexts using detailed textual reference Composes an effective response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Evaluates how our interest in the parallels between the prescribed texts is further enhanced by consideration of their marked differences in textual form Demonstrates an understanding of some aspects of the relationship between texts and contexts using relevant textual reference Composes a sound response using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Explains some aspects of the links between the prescribed texts Demonstrates limited understanding of the relationship between texts and contexts Composes a limited response 	5–8
<ul style="list-style-type: none"> Describes aspects of the texts using elementary knowledge May attempt to describe aspects of texts and contexts Attempts to compose a response to the question 	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"> Argues skilfully the extent to which their interpretation aligns with the view that an inherent tension between confrontation and resolution/stability and change/the actual and the possible is revealed through characterisation/recurring images/the development of ideas in their prescribed text Demonstrates a perceptive understanding of context, language, form and ideas with detailed textual references Composes a sustained argument using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Argues effectively the extent to which their interpretation aligns with the view that an inherent tension between confrontation and resolution/stability and change/the actual and the possible is revealed through characterisation/recurring images/the development of ideas in their prescribed text Demonstrates an informed understanding of context, language, form and ideas with detailed textual references Composes an effective argument using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Presents a sound argument referring to their interpretation and the view that confrontation and resolution/stability and change/the actual and the possible is revealed through characterisation/recurring images/the development of ideas in their prescribed text Demonstrates an understanding of context, language, form and ideas with appropriate textual references Composes a sound argument using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Describes aspects of their own response to the prescribed text Makes limited reference to the text Composes a limited response 	5–8
<ul style="list-style-type: none"> Attempts to explore aspects of their prescribed text using elementary knowledge of the text Attempts to compose a response to the question 	1–4

Section III — Module C: Representation and Text

Question 10 — Elective 1: Conflicting Perspectives

Criteria	Marks
<ul style="list-style-type: none"> Analyses perceptively how the representation of divergent viewpoints in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores skilfully the relationship between representation and meaning Composes a skilful response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Analyses thoughtfully how the representation of divergent viewpoints in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores effectively the relationship between representation and meaning Composes an effective response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Analyses how the representation of divergent viewpoints in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores the relationship between representation and meaning Composes a sound response using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Describes some aspects of the relationship between representation and meaning Composes a limited response 	5–8
<ul style="list-style-type: none"> Attempts to describe aspects of the texts Attempts to compose a response 	1–4

Section III — Module C: Representation and Text

Question 11 — Elective 2: History and Memory

Criteria	Marks
<ul style="list-style-type: none"> Analyses perceptively how the representation of past events and recollections in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores skilfully the relationship between representation and meaning Composes a skilful response using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> Analyses thoughtfully how the representation of past events and recollections in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores effectively the relationship between representation and meaning Composes an effective response using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> Analyses how the representation of past events and recollections in the prescribed text and related text(s) leads us to a greater awareness of the complexity of human attitudes and behaviour Explores the relationship between representation and meaning Composes a sound response using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> Describes some aspects of the relationship between representation and meaning Composes a limited response 	5–8
<ul style="list-style-type: none"> Attempts to describe aspects of the texts Attempts to compose a response 	1–4

English (Advanced)

Paper 2

2012 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, 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

Section II — Module B: Critical Study of Texts

Question	Marks	Content	Syllabus outcomes
3	20	Critical Study of Text – Shakespearean Drama	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
4	20	Critical Study of Text – Prose Fiction	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
5	20	Critical Study of Text – Drama	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
6	20	Critical Study of Text – Film	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
7	20	Critical Study of Text – Poetry	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
8	20	Critical Study of Text – Nonfiction – Essays	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, H12a
9	20	Critical Study of Text – Nonfiction – Speeches	H1, H2, H2a, H3, H4, H5, H6, H8, H10, H11, 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, H7, H10
11	20	Representation and Text Elective 2: History and Memory	H1, H2, H3, H4, H5, H6, H7, H10