BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 HSC English (Advanced)
Paper 2
Marking Guidelines

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Section I — Module A: Comparative Study of Texts and Context

Question 1 — Elective 1: Intertextual Connections

Criteria	Marks
• Argues skilfully the degree to which new insights about deceit/repression/social division/isolation/mortality are offered or existing views affirmed • Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Argues effectively the degree to which new insights about deceit/repression/social division/isolation/mortality are offered or existing views affirmed • Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Argues the degree to which new insights about deceit/repression/social division/isolation/mortality are offered or existing views affirmed • Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual references • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Explains some aspects of the connections in ideas between the prescribed texts • Demonstrates limited understanding of the relationship between texts and contexts • Composes a limited response	5–8
• Describes aspects of the texts using elementary knowledge • May attempt to describe aspects of texts and contexts • Attempts to compose a response	1–4

Section I — Module A: Comparative Study of Texts and Context

Question 2 — Elective 2: Intertextual Perspectives

Criteria	Marks
• Explores skilfully the treatment of personal morality/individual desire/personal loss/social manipulation to reveal similarities or reinforce the texts' distinctive qualities • Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Explores effectively the treatment of personal morality/individual desire/personal loss/social manipulation to reveal similarities or reinforce the texts' distinctive qualities • Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Explores the treatment of personal morality/individual desire/personal loss/social manipulation to reveal similarities or reinforce the texts' distinctive qualities • Demonstrates an understanding of some aspects of the relationship between texts and contexts using some relevant textual references • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Explains some aspects of the perspectives offered by the prescribed texts • Demonstrates limited understanding of the relationship between texts and contexts • Composes a limited response	5–8
• Describes aspects of the texts using elementary knowledge • May attempt to describe aspects of texts and contexts • Attempts to compose a response	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
Question 9 — Nonfiction – Speeches

Criteria	Marks
• Explores skilfully the extent to which the stated perspective aligns with a personal understanding of the prescribed text • Demonstrates a well-informed understanding of context, language, form and ideas using well selected and detailed textual references • Composes a thoughtful argument using language appropriate to audience, purpose and form	17–20
• Explores effectively the extent to which the stated perspective aligns with a personal understanding of the prescribed text • Demonstrates an informed understanding of context, language, form and ideas using relevant and detailed textual references • Composes an effective argument using language appropriate to audience, purpose and form	13–16
• Explores the extent to which the stated perspective aligns with a personal understanding of the prescribed text • Demonstrates an understanding of context, language, form and ideas with some relevant textual references • Composes a sound argument using language appropriate to audience, purpose and form	9–12
• Describes aspects of their own response to the prescribed text • Makes limited reference to the text • Composes a limited response	5–8
• 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: Representing People and Politics

Criteria	Marks
• Evaluates skilfully the statement 'Political motivations may be ambiguous, but control is the ultimate goal', using the prescribed text and ONE other related text of their own choosing • Evaluates skilfully the relationship between representation and meaning using well selected and detailed textual references • Composes a skilful response using language appropriate to audience, purpose and form	17–20
• Evaluates effectively the statement 'Political motivations may be ambiguous, but control is the ultimate goal', using the prescribed text and ONE other related text of their own choosing • Evaluates effectively the relationship between representation and meaning using relevant and detailed textual references • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Evaluates the statement 'Political motivations may be ambiguous, but control is the ultimate goal', using the prescribed text and ONE other related text of their own choosing • Evaluates the relationship between representation and meaning with some relevant textual references • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Describes aspects of the statement and/or the texts • Describes aspects of the relationship between representation and meaning with limited textual references • Composes a limited response	5–8
• 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: Representing People and Landscapes

Criteria	Marks
• Evaluates skilfully the statement 'Experiences of landscape may be diverse, but the influence on identity is always profound', using the prescribed text and ONE other related text of their own choosing • Evaluates skilfully the relationship between representation and meaning using well selected and detailed textual references • Composes a skilful response using language appropriate to audience, purpose and form	17–20
• Evaluates effectively the statement 'Experiences of landscape may be diverse, but the influence on identity is always profound', using the prescribed text and ONE other related text of their own choosing • Evaluates effectively the relationship between representation and meaning using relevant and detailed textual references • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Evaluates the statement 'Experiences of landscape may be diverse, but the influence on identity is always profound', using the prescribed text and ONE other related text of their own choosing • Evaluates the relationship between representation and meaning with some relevant textual references • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Describes aspects of the statement and/or the texts • Describes aspects of the relationship between representation and meaning with limited textual references • Composes a limited response	5–8
• Attempts to describe aspects of the texts • Attempts to compose a response	1–4

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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: Intertextual Connections	H1, H2, H2a, H3, H4, H5, H6, H10, H12a
2	20	Comparative Study of Texts and Context Elective 2: Intertextual Perspectives	H1, H2, H2a, H3, H4, H5, H6, H10, H12a

Section II — Module B: Critical Study of Texts

Question	Marks	Content	Syllabus outcomes
3	20	Critical Study of Texts – Shakespearean Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
4	20	Critical Study of Texts – Prose Fiction	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
5	20	Critical Study of Texts – Drama	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
6	20	Critical Study of Texts – Film	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
7	20	Critical Study of Texts – Poetry	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
8	20	Critical Study of Texts – Nonfiction	H1, H2a, H3, H4, H5, H6, H8, H10, H12a
9	20	Critical Study of Texts – Speeches	H1, H2a, H3, H4, H5, H6, H8, H10, H12a

Section III — Module C: Representation and Text

Question	Marks	Content	Syllabus outcomes
10	20	Representation and Text Elective 1: Representing People and Politics	H1, H2, H3, H4, H5, H6, H7, H8, H10
11	20	Representation and Text Elective 2: Representing People and Landscapes	H1, H2, H3, H4, H5, H6, H7, H8, H10