2017 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
• Explains skilfully how the portrayal of inferiority/mortality/ social class/longing/love is reimagined for a new audience • Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references from the prescribed texts • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Explains effectively how the portrayal of inferiority/mortality/ social class/longing/love is reimagined for a new audience • Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references from the prescribed texts • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Explains how the portrayal of inferiority/mortality/social class/longing/love is reimagined for a new audience • Demonstrates an understanding of the relationship between texts and contexts using some relevant textual references from the prescribed texts • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Describes some aspects of how the portrayal of inferiority/ mortality/social class/longing/love is reimagined for a new audience • Demonstrates limited understanding of the relationship between texts and contexts • Composes a limited response	5–8
• Attempts to describe aspects of the texts and/or context using elementary knowledge • 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
• Explains skilfully how the portrayal of manipulation/commitment/ heritage/leadership is presented for different audiences • Demonstrates skilfully an understanding of the relationship between texts and contexts using well-selected and detailed textual references from the prescribed texts • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Explains effectively how the portrayal of manipulation/commitment/ heritage/leadership is presented for different audiences • Demonstrates effectively an understanding of the relationship between texts and contexts using relevant, detailed textual references from the prescribed texts • Composes an effective response using language appropriate to audience, purpose and form	13–16
• Explains how the portrayal of manipulation/commitment/heritage /leadership is presented for different audiences • Demonstrates an understanding of the relationship between texts and contexts using some relevant textual references from the prescribed texts • Composes a sound response using language appropriate to audience, purpose and form	9–12
• Describes how some aspects of the portrayal of manipulation/ commitment/heritage/leadership are presented for different audiences • Demonstrates limited understanding of the relationship between texts and contexts • Composes a limited response	5–8
• Attempts to describe aspects of the text and/or context using elementary knowledge • Attempts to compose a response	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
Question 9 — Nonfiction – Speeches

Criteria	Marks
• Evaluates skilfully the extent to which the statement 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
• Evaluates effectively the extent to which the statement 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
• Evaluates the extent to which the statement 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 describe aspects of the text • Attempts to compose a response	1–4

Section III — Module C: Representation and Text

Question 10 — Elective 1: Representing People and Politics

Criteria	Marks
• Explores skilfully how the statement 'Politics is a contest of perspectives; a battle people wage with every means available' is represented in the prescribed text and ONE other related text • Evaluates skilfully the relationship between representation and meaning using well selected and detailed textual references • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Explores effectively how the statement 'Politics is a contest of perspectives; a battle people wage with every means available' is represented in the prescribed text and ONE other related text • Evaluates 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
• Explores how the statement 'Politics is a contest of perspectives; a battle people wage with every means available' is represented in the prescribed text and ONE other related text • Explains 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
• Explores skilfully how the statement 'People and landscapes intertwine in an enriching yet sometimes uneasy relationship' is represented in the prescribed text and ONE other related text • Evaluates skilfully the relationship between representation and meaning using well selected and detailed textual references • Composes a thoughtful response using language appropriate to audience, purpose and form	17–20
• Explores effectively how the statement 'People and landscapes intertwine in an enriching yet sometimes uneasy relationship' is represented in the prescribed text and ONE other related text • Evaluates 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
• Explores how the statement 'People and landscapes intertwine in an enriching yet sometimes uneasy relationship' is represented in the prescribed text and ONE other related text • Explains 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 – Nonfiction — 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