BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 HSC English (Standard)
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: Experience Through Language

Question 1 — Elective 1: Distinctive Voices

Criteria	Marks
• Compares effectively how distinctive voices offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents an effective response based on relevant, detailed textual knowledge • Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form	17–20
• Compares competently how distinctive voices offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents a competent response based on relevant, textual knowledge • Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form	13–16
• Compares how distinctive voices offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents a response based on some textual knowledge • Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form	9–12
• Describes aspects of the text(s) • Attempts a response based on limited textual knowledge • Attempts to organise a response in a limited way	5–8
• Attempts to describe elements of the text(s) • 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
• Compares effectively how distinctive images offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents an effective response based on relevant, detailed textual knowledge • Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form	17–20
• Compares competently how distinctive images offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents a competent response based on relevant, textual knowledge • Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form	13–16
• Compares how distinctive images offer a variety of perspectives on the world with reference to the prescribed text and ONE other related text • Presents a response based on some textual knowledge • Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form	9–12
• Describes aspects of the text(s) • Attempts a response based on limited textual knowledge • Attempts to organise a response in a limited way	5–8
• 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
Question 8 — Multimedia

Criteria	Marks
• Explains effectively how the text portrays interesting ideas about corruption/ difference/ relationships/ acceptance/ culture/ loss/ power/ individuality • 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
• Explains competently how the text portrays interesting ideas about corruption/ difference/ relationships/ acceptance/ culture/ loss/ power/ individuality • Presents a competent response based on relevant, textual knowledge • Organises, develops and presents a competent response using language appropriate to audience, purpose and form	13–16
• Explains how the text portrays interesting ideas about corruption/ difference/ relationships/ acceptance/ culture/ loss/ power/ individuality • Presents a response based on some textual knowledge • Organises, develops and presents an adequate response using language appropriate to audience, purpose and form	9–12
• Describes aspects of the text • Attempts a response based on limited textual knowledge • Attempts to organise a response in a limited way	5–8
• 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 9 — Elective 1: Exploring Interactions

Criteria	Marks
• Explains effectively the extent to which the view 'interactions with others challenge attitudes and beliefs' is supported in the prescribed text and ONE related text • Presents a response based on relevant, detailed textual knowledge and understanding • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	17–20
• Explains competently the extent to which the view 'interactions with others challenge attitudes and beliefs' is supported in the prescribed text and ONE related text • Presents a response based on sound textual knowledge and understanding • Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	13–16
• Explains the view that 'interactions with others challenge attitudes and beliefs' with reference to the prescribed text and ONE related text • Presents a response based on some textual knowledge and understanding • Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	9–12
• 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
• Demonstrates elementary textual knowledge • Attempts to express ideas with an elementary understanding of language and/or form	1–4

Section III — Module C: Texts and Society

Question 10 — Elective 2: Exploring Transitions

Criteria	Marks
• Explains effectively the extent to which the view 'process of transition challenges attitudes and beliefs' is supported in the prescribed text and ONE related text • Presents a response based on relevant, detailed textual knowledge and understanding • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form	17–20
• Explains competently the extent to which the view 'process of transition challenges attitudes and beliefs' is supported in the prescribed text and ONE related text • Presents a response based on sound textual knowledge and understanding • Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form	13–16
• Explains the view that 'process of transition challenges attitudes and beliefs' with reference to the prescribed text and ONE related text • Presents a response based on some textual knowledge and understanding • Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form	9–12
• 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
• Demonstrates elementary textual knowledge • Attempts to express ideas with an elementary understanding of language and/or form	1–4

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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, H7, H10
2	20	Experience Through Language Elective 2: Distinctively Visual	H1, H2, H3, H4, H6, H7, 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, H5, H6, H8, H10
4	20	Close Study of Text – Drama	H1, H3, H4, H5, H6, H8, H10
5	20	Close Study of Text – Poetry	H1, H3, H4, H5, H6, H8, H10
6	20	Close Study of Text – Nonfiction	H1, H3, H4, H5, H6, H8, H10
7	20	Close Study of Text – Film	H1, H3, H4, H5, H6, H8, H10
8	20	Close Study of Text – Multimedia	H1, H3, H4, H5, H6, H8, H10

Section III — Module C: Texts and Society

Question	Marks	Content	Syllabus outcomes
9	20	Texts and Society Elective 1: Exploring Interactions	H1, H2, H3, H4, H6, H7, H8, H10
10	20	Texts and Society Elective 2: Exploring Transitions	H1, H2, H3, H4, H6, H7, H8, H10