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

# 2018 HSC English (Standard)
# Paper 2
# Marking Guidelines

## Section I — Module A: Experience Through Language

### Question 1 — Elective 1: Distinctive Voices

| Criteria | Marks |
|---|---|
| • Explains effectively the ways in which distinctive voices are used to challenge and educate their audiences with detailed reference to the prescribed text and ONE related text<br>• Presents an effective response based on relevant, detailed textual knowledge<br>• Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form | 17–20 |
| • Explains competently the ways in which distinctive voices are used to challenge and educate their audiences with detailed reference to the prescribed text and ONE related text<br>• Presents a competent response based on relevant, sound textual knowledge<br>• Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form | 13–16 |
| • Explains the ways in which distinctive voices are used to challenge and educate their audiences with reference to the prescribed text and ONE related text<br>• Presents a response based on adequate textual knowledge<br>• Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form | 9–12 |
| • Describes aspects of the text(s)<br>• Attempts a response based on limited textual knowledge<br>• Attempts to organise a response in a limited way | 5–8 |
| • Demonstrates elementary textual knowledge<br>• 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 |
|---|---|
| • Explains effectively the ways in which distinctive images are used to challenge and educate their audiences with detailed reference to the prescribed text and ONE related text<br>• Presents an effective response based on relevant, detailed textual knowledge<br>• Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form | 17–20 |
| • Explains competently the ways in which distinctive images are used to challenge and educate their audiences with detailed reference to the prescribed text and ONE related text<br>• Presents a competent response based on relevant, sound textual knowledge<br>• Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form | 13–16 |
| • Explains the ways in which distinctive images are used to challenge and educate their audiences with reference to the prescribed text and ONE related text<br>• Presents a response based on adequate textual knowledge<br>• Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form | 9–12 |
| • Describes aspects of the text(s)<br>• Attempts a response based on limited textual knowledge<br>• Attempts to organise a response in a limited way | 5–8 |
| • Demonstrates elementary textual knowledge<br>• 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 the extent to which the complexity of human relationships is central to the prescribed text<br>• Presents an effective response using the extract and other relevant, detailed textual knowledge<br>• Organises, develops and presents an effective response using language appropriate to audience, purpose and form | 17–20 |
| • Explains competently the extent to which the complexity of human relationships is central to the prescribed text<br>• Presents a competent response using the extract and other relevant, sound textual knowledge<br>• Organises, develops and presents a competent response using language appropriate to audience, purpose and form | 13–16 |
| • Explains the extent to which the complexity of human relationships is central to the prescribed text<br>• Presents a response using the extract and some textual knowledge<br>• Organises, develops and presents an adequate response using language appropriate to audience, purpose and form | 9–12 |
| • Describes aspects of the text<br>• Attempts a response based on limited textual knowledge<br>• Attempts to organise a response in a limited way | 5–8 |
| • Demonstrates an elementary understanding of the text<br>• 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 |
|---|---|
| • Discusses effectively the view that 'Personal interactions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on relevant, detailed textual knowledge and understanding<br>• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form | 17–20 |
| • Discusses competently the view that 'Personal interactions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on relevant, sound textual knowledge and understanding<br>• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form | 13–16 |
| • Discusses the view that 'Personal interactions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on adequate textual knowledge and understanding<br>• 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<br>• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form | 5–8 |
| • Demonstrates elementary textual knowledge<br>• 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 |
|---|---|
| • Discusses effectively the view that 'Transitions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on relevant, detailed textual knowledge and understanding<br>• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form | 17–20 |
| • Discusses competently the view that 'Transitions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on relevant, sound textual knowledge and understanding<br>• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form | 13–16 |
| • Discusses the view that 'Transitions involve as much loss as they do gain', supported by the prescribed text and ONE related text<br>• Presents a response based on adequate textual knowledge and understanding<br>• 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<br>• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form | 5–8 |
| • Demonstrates elementary textual knowledge<br>• Attempts to express ideas with an elementary understanding of language and/or form | 1–4 |

# 2018 HSC English (Standard)
# Paper 2
# Mapping Grid

**Section I — Module A: Experience Through Language**

| Question | Marks | Content | Syllabus outcomes |
|---|---|---|---|
| 1 | 20 | Experience Through Language<br>Elective 1: Distinctive Voices | H1, H2, H3, H4, H6, H7, H10 |
| 2 | 20 | Experience Through Language<br>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, H10 |
| 4 | 20 | Close Study of Text – Drama | H1, H3, H4, H5, H6, H10 |
| 5 | 20 | Close Study of Text – Poetry | H1, H3, H4, H5, H6, H10 |
| 6 | 20 | Close Study of Text – Nonfiction | H1, H3, H4, H5, H6, H10 |
| 7 | 20 | Close Study of Text – Film | H1, H3, H4, H5, H6, H10 |
| 8 | 20 | Close Study of Text – Multimedia | H1, H3, H4, H5, H6, H10 |

**Section III — Module C: Texts and Society**

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