

# 2018 HSC English (Standard) Paper 2 Marking Guidelines

## Section I — Module A: Experience Through Language

### Question 1 — Elective 1: Distinctive Voices

Criteria	Marks
<ul style="list-style-type: none"> <li>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</li> <li>Presents an effective response based on relevant, detailed textual knowledge</li> <li>Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>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</li> <li>Presents a competent response based on relevant, sound textual knowledge</li> <li>Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>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</li> <li>Presents a response based on adequate textual knowledge</li> <li>Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Describes aspects of the text(s)</li> <li>Attempts a response based on limited textual knowledge</li> <li>Attempts to organise a response in a limited way</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Demonstrates elementary textual knowledge</li> <li>Attempts to organise a response in an elementary way</li> </ul>	1–4

## Section I — Module A: Experience Through Language

### Question 2 — Elective 2: Distinctively Visual

Criteria	Marks
<ul style="list-style-type: none"> <li>• 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</li> <li>• Presents an effective response based on relevant, detailed textual knowledge</li> <li>• Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• 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</li> <li>• Presents a competent response based on relevant, sound textual knowledge</li> <li>• Organises, develops and expresses ideas competently, using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• 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</li> <li>• Presents a response based on adequate textual knowledge</li> <li>• Organises, develops and expresses ideas adequately, using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes aspects of the text(s)</li> <li>• Attempts a response based on limited textual knowledge</li> <li>• Attempts to organise a response in a limited way</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates elementary textual knowledge</li> <li>• Attempts to organise a response in an elementary way</li> </ul>	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
<ul style="list-style-type: none"> <li>Explains effectively the extent to which the complexity of human relationships is central to the prescribed text</li> <li>Presents an effective response using the extract and other relevant, detailed textual knowledge</li> <li>Organises, develops and presents an effective response using language appropriate to audience, purpose and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Explains competently the extent to which the complexity of human relationships is central to the prescribed text</li> <li>Presents a competent response using the extract and other relevant, sound textual knowledge</li> <li>Organises, develops and presents a competent response using language appropriate to audience, purpose and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Explains the extent to which the complexity of human relationships is central to the prescribed text</li> <li>Presents a response using the extract and some textual knowledge</li> <li>Organises, develops and presents an adequate response using language appropriate to audience, purpose and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Describes aspects of the text</li> <li>Attempts a response based on limited textual knowledge</li> <li>Attempts to organise a response in a limited way</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Demonstrates an elementary understanding of the text</li> <li>Attempts to organise a response in an elementary way</li> </ul>	1–4

## Section III — Module C: Texts and Society

### Question 9 — Elective 1: Exploring Interactions

Criteria	Marks
<ul style="list-style-type: none"> <li>• Discusses effectively the view that ‘Personal interactions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on relevant, detailed textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Discusses competently the view that ‘Personal interactions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on relevant, sound textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Discusses the view that ‘Personal interactions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on adequate textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a limited response with limited textual knowledge</li> <li>• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates elementary textual knowledge</li> <li>• Attempts to express ideas with an elementary understanding of language and/or form</li> </ul>	1–4

## Section III — Module C: Texts and Society

### Question 10 — Elective 2: Exploring Transitions

Criteria	Marks
<ul style="list-style-type: none"> <li>• Discusses effectively the view that ‘Transitions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on relevant, detailed textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas effectively using language appropriate to audience, purpose, context and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Discusses competently the view that ‘Transitions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on relevant, sound textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas competently using language appropriate to audience, purpose, context and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Discusses the view that ‘Transitions involve as much loss as they do gain’, supported by the prescribed text and ONE related text</li> <li>• Presents a response based on adequate textual knowledge and understanding</li> <li>• Organises, develops and expresses ideas adequately using language appropriate to audience, purpose, context and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Presents a limited response with limited textual knowledge</li> <li>• Attempts to organise and express ideas with limited appropriateness to audience, purpose, context and form</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates elementary textual knowledge</li> <li>• Attempts to express ideas with an elementary understanding of language and/or form</li> </ul>	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 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, 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 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