

2021 HSC English Standard — Paper 2 Marking Guidelines

Section I — Module A: Language, Identity and Culture

Question 1

Criteria	Marks
<ul style="list-style-type: none">Analyses effectively how language creates a sense of identity for individuals within a community in the prescribed textPresents an effective response using relevant, detailed textual evidenceOrganises, develops and expresses ideas effectively using language appropriate to audience, purpose and form	17–20
<ul style="list-style-type: none">Analyses competently how language creates a sense of identity for individuals within a community in the prescribed textPresents a competent response using relevant textual evidenceOrganises, develops and expresses ideas competently using language appropriate to audience, purpose and form	13–16
<ul style="list-style-type: none">Analyses how language creates a sense of identity for individuals within a community in the prescribed textPresents a response using adequate textual evidenceOrganises and expresses ideas adequately using language appropriate to audience, purpose and form	9–12
<ul style="list-style-type: none">Describes aspects of the text with some reference to the questionPresents a response using limited textual knowledgeAttempts to organise a response in a limited way	5–8
<ul style="list-style-type: none">Attempts to describe aspects of the textAttempts to organise a response in an elementary way	1–4

Section II — Module B: Close Study of Literature

Questions 2 (a)–2 (i)

Criteria	Marks
<ul style="list-style-type: none"> • Effectively explains how the composer shapes character and setting/portrays people and places to create a personal and intellectual connection with the reader/audience • Presents an effective response using relevant, detailed textual knowledge • Organises, develops and expresses ideas effectively using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> • Competently explains how the composer shapes character and setting/portrays people and places to create a personal and intellectual connection with the reader/audience • Presents a competent response using relevant textual knowledge • Organises, develops and expresses ideas competently using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> • Explains how the composer shapes character and setting/portrays people and places to create a personal and intellectual connection with the reader/audience • Presents a response using adequate textual knowledge • Organises and expresses ideas using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> • Describes aspects of the prescribed text • Presents a response using limited textual knowledge • Attempts to organise a response in a limited way 	5–8
<ul style="list-style-type: none"> • Attempts to describe aspects of the text • Attempts to organise a response in an elementary way 	1–4

Section III — Module C: The Craft of Writing

Question 3 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Effectively composes a piece of writing that develops ONE idea about luck from the stimulus • Effectively crafts an engaging piece of writing using a range of language devices or stylistic features • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form 	10–12
<ul style="list-style-type: none"> • Competently composes a piece of writing that develops ONE idea about luck from the stimulus • Competently crafts an engaging piece of writing using a range of language devices or stylistic features • Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form 	7–9
<ul style="list-style-type: none"> • Composes a piece of writing that explores ONE idea about luck from the stimulus • Uses some language devices or stylistic features to create a piece of writing • Demonstrates some control of language and structure appropriate to audience, purpose, context and selected form 	4–6
<ul style="list-style-type: none"> • Attempts to compose a piece of writing that has some relevance to the question • Demonstrates limited control of language 	1–3

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Competently explains the creative decisions made to compose the piece of writing in part (a) • Competently explains how a prescribed text has influenced the creation of the piece of writing in part (a), using relevant textual references • Demonstrates competent control of language 	7–8
<ul style="list-style-type: none"> • Explains the creative decisions made to compose the piece of writing in part (a) • Explains how a prescribed text has influenced the creation of the piece of writing in part (a), using appropriate textual references • Demonstrates adequate control of language 	5–6
<ul style="list-style-type: none"> • Describes some creative decisions made to compose the piece of writing in part (a) • Describes how a prescribed text has influenced the creation of the piece of writing in part (a) • Demonstrates some control of language 	3–4
<ul style="list-style-type: none"> • Provides some relevant information about the piece of writing in part (a) and/or a prescribed text 	1–2

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Mapping Grid

Section I — Module A: Language, Identity and Culture

Question	Marks	Content	Syllabus outcomes
1	20	Language, Identity and Culture	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8

Section II — Module B: Close Study of Literature

Question	Marks	Content	Syllabus outcomes
2 (a) & (b)	20	Prose fiction	EN12-1, EN12-3, EN12-5, EN12-7
2 (c) & (d)	20	Poetry	EN12-1, EN12-3, EN12-5, EN12-7
2 (e) & (f)	20	Drama	EN12-1, EN12-3, EN12-5, EN12-7
2 (g)	20	Nonfiction	EN12-1, EN12-3, EN12-5, EN12-7
2 (h)	20	Film	EN12-1, EN12-3, EN12-5, EN12-7
2 (i)	20	Media	EN12-1, EN12-3, EN12-5, EN12-7

Section III — Module C: The Craft of Writing

Question	Marks	Content	Syllabus outcomes
3 (a)	12	The Craft of Writing	EN12-1, EN12-3, EN12-4, EN12-5
3 (b)	8	The Craft of Writing	EN12-1, EN12-3, EN12-5, EN12-6