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

Section I — Module A: Comparative Study of Texts and Context

**Question 1 — Elective 1: Intertextual Connections**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explores skilfully how the relationship between texts generates an ongoing cultural conversation</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates skilfully an understanding of the relationship between texts and contexts using the extract and other well-selected and detailed textual references from the prescribed texts</td>
<td>17–20</td>
</tr>
<tr>
<td>• Composes a thoughtful response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Explores effectively how the relationship between texts generates an ongoing cultural conversation</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates effectively an understanding of the relationship between texts and contexts using the extract and other relevant, detailed textual references from the prescribed texts</td>
<td>13–16</td>
</tr>
<tr>
<td>• Composes an effective response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Explores how the relationship between texts generates an ongoing cultural conversation</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the relationship between texts and contexts using the extract and some relevant textual references from the prescribed texts</td>
<td>9–12</td>
</tr>
<tr>
<td>• Composes a sound response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Describes some aspects of how the relationship between texts generates an ongoing cultural conversation</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates limited understanding of the relationship between texts and contexts</td>
<td>5–8</td>
</tr>
<tr>
<td>• Composes a limited response</td>
<td></td>
</tr>
<tr>
<td>• Attempts to describe aspects of the texts and/or contexts using elementary knowledge</td>
<td>1–4</td>
</tr>
<tr>
<td>• Attempts to compose a response</td>
<td></td>
</tr>
</tbody>
</table>
### Section I — Module A: Comparative Study of Texts and Context

**Question 2 — Elective 2: Intertextual Perspectives**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explores skilfully how the relationship between texts generates an ongoing cultural conversation</td>
<td>17–20</td>
</tr>
<tr>
<td>• Demonstrates skilfully an understanding of the relationship between texts and contexts using the extract and other well-selected and detailed textual references from the prescribed texts</td>
<td></td>
</tr>
<tr>
<td>• Composes a thoughtful response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Explores effectively how the relationship between texts generates an ongoing cultural conversation</td>
<td>13–16</td>
</tr>
<tr>
<td>• Demonstrates effectively an understanding of the relationship between texts and contexts using the extract and other relevant, detailed textual references from the prescribed texts</td>
<td></td>
</tr>
<tr>
<td>• Composes an effective response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Explores how the relationship between texts generates an ongoing cultural conversation</td>
<td>9–12</td>
</tr>
<tr>
<td>• Demonstrates an understanding of the relationship between texts and contexts using the extract and some relevant textual references from the prescribed texts</td>
<td></td>
</tr>
<tr>
<td>• Composes a sound response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Describes some aspects of how the relationship between texts generates an ongoing cultural conversation</td>
<td>5–8</td>
</tr>
<tr>
<td>• Demonstrates limited understanding of the relationship between texts and contexts</td>
<td></td>
</tr>
<tr>
<td>• Composes a limited response</td>
<td></td>
</tr>
<tr>
<td>• Attempts to describe aspects of the texts and/or contexts using elementary knowledge</td>
<td>1–4</td>
</tr>
<tr>
<td>• Attempts to compose a response</td>
<td></td>
</tr>
</tbody>
</table>
## Section II — Module B: Critical Study of Texts

### Question 3 — All text types

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
</table>
| • Evaluates skilfully the extent to which the statement applies to the prescribed text  
  • Demonstrates a well-informed understanding of how readers' responses are shaped by context, language and form 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 applies to the prescribed text  
  • Demonstrates an informed understanding of how readers' responses are shaped by context, language and form 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 applies to the prescribed text  
  • Demonstrates an understanding of how readers' responses are shaped by context, language and form 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  
  • Describes how readers' responses are shaped making 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 4 — Elective 1: Representing People and Politics**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates skilfully how the statement, ‘Representations of personal or</td>
<td>17–20</td>
</tr>
<tr>
<td>collective perspectives manipulate the reader to discover political</td>
<td></td>
</tr>
<tr>
<td>realities’ is represented in the prescribed text and ONE other related</td>
<td></td>
</tr>
<tr>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Evaluates skilfully the relationship between representation and meaning</td>
<td></td>
</tr>
<tr>
<td>using well-selected and detailed textual references</td>
<td></td>
</tr>
<tr>
<td>Composes a thoughtful response using language appropriate to</td>
<td></td>
</tr>
<tr>
<td>audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates effectively how the statement, ‘Representations of personal</td>
<td>13–16</td>
</tr>
<tr>
<td>or collective perspectives manipulate the reader to discover political</td>
<td></td>
</tr>
<tr>
<td>realities’ is represented in the prescribed text and ONE other related</td>
<td></td>
</tr>
<tr>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Evaluates effectively the relationship between representation and</td>
<td></td>
</tr>
<tr>
<td>meaning using relevant and detailed textual references</td>
<td></td>
</tr>
<tr>
<td>Composes an effective response using language appropriate to audience,</td>
<td></td>
</tr>
<tr>
<td>purpose and form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates how the statement, ‘Representations of personal or collective</td>
<td>9–12</td>
</tr>
<tr>
<td>perspectives manipulate the reader to discover political realities’ is</td>
<td></td>
</tr>
<tr>
<td>represented in the prescribed text and ONE other related text</td>
<td></td>
</tr>
<tr>
<td>Explains the relationship between representation and meaning with some</td>
<td></td>
</tr>
<tr>
<td>relevant textual references</td>
<td></td>
</tr>
<tr>
<td>Composes a sound response using language appropriate to audience,</td>
<td></td>
</tr>
<tr>
<td>purpose and form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes aspects of the statement and/or the texts</td>
<td>5–8</td>
</tr>
<tr>
<td>Describes aspects of the relationship between representation and meaning</td>
<td></td>
</tr>
<tr>
<td>with limited textual references</td>
<td></td>
</tr>
<tr>
<td>Composes a limited response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts to describe aspects of the texts</td>
<td>1–4</td>
</tr>
<tr>
<td>Attempts to compose a response</td>
<td></td>
</tr>
</tbody>
</table>
## Section III — Module C: Representation and Text

### Question 5 — Elective 2: Representing People and Landscapes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluates skilfully how the statement, ‘Representations of personal or collective perspectives invite the reader to explore the possibilities of place’ is represented in the prescribed text and ONE other related text</td>
<td>17–20</td>
</tr>
<tr>
<td>• Evaluates skilfully the relationship between representation and meaning using well-selected and detailed textual references</td>
<td></td>
</tr>
<tr>
<td>• Composes a thoughtful response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Evaluates effectively how the statement, ‘Representations of personal or collective perspectives invite the reader to explore the possibilities of place’ is represented in the prescribed text and ONE other related text</td>
<td>13–16</td>
</tr>
<tr>
<td>• Evaluates effectively the relationship between representation and meaning using relevant and detailed textual references</td>
<td></td>
</tr>
<tr>
<td>• Composes an effective response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Evaluates how the statement, ‘Representations of personal or collective perspectives invite the reader to explore the possibilities of place’ is represented in the prescribed text and ONE other related text</td>
<td></td>
</tr>
<tr>
<td>• Explains the relationship between representation and meaning with some relevant textual references</td>
<td>9–12</td>
</tr>
<tr>
<td>• Composes a sound response using language appropriate to audience, purpose and form</td>
<td></td>
</tr>
<tr>
<td>• Describes aspects of the statement and/or the texts</td>
<td>5–8</td>
</tr>
<tr>
<td>• Describes aspects of the relationship between representation and meaning with limited textual references</td>
<td></td>
</tr>
<tr>
<td>• Composes a limited response</td>
<td></td>
</tr>
<tr>
<td>• Attempts to describe aspects of the texts</td>
<td>1–4</td>
</tr>
<tr>
<td>• Attempts to compose a response</td>
<td></td>
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</table>
## 2018 HSC English (Advanced) Paper 2 Mapping Grid

### Section I — Module A: Comparative Study of Texts and Context

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>Comparative Study of Texts and Context</td>
<td>H1, H2, H2a, H3, H4, H5, H6, H10, H12a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 1: Intertextual Connections</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>Comparative Study of Texts and Context</td>
<td>H1, H2, H2a, H3, H4, H5, H6, H10, H12a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2: Intertextual Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

### Section II — Module B: Critical Study of Texts

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20</td>
<td>Critical Study of Text – All text types</td>
<td>H1, H2a, H3, H4, H5, H6, H8, H10, H12a</td>
</tr>
</tbody>
</table>

### Section III — Module C: Representation and Text

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>20</td>
<td>Representation and Text</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 1: Representing People and Politics</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>Representation and Text</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 2: Representing People and Landscapes</td>
<td></td>
</tr>
</tbody>
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