



CATHOLIC SECONDARY SCHOOLS ASSOCIATION
2010 TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION
ENGLISH ADVANCED PAPER 2 – MARKING GUIDELINES

DISCLAIMER

The information contained in this document is intended for the professional assistance of teaching staff. It does not constitute advice to students. Further it is not the intention of CSSA to provide specific marking outcomes for all possible Trial HSC answers. Rather the purpose is to provide teachers with information so that they can better explore, understand and apply HSC marking requirements, as established by the NSW Board of Studies.

<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the meanings derived from a pair of texts when considered together • Demonstrates insightful evaluation of the relationships between texts, contexts and values • Evaluates with insight the ways language forms, features and structures of texts shape meaning and influence responses • Composes a sophisticated response using language appropriate to audience, purpose and form 	17-20
<ul style="list-style-type: none"> • Demonstrates effective understanding of the meanings derived from a pair of texts when considered together • Demonstrates thoughtful evaluation of the relationships between texts, contexts and values • Evaluates effectively the ways language forms, features and structures of texts shape meaning and influence responses • Composes an effective response using language appropriate to audience, purpose and form 	13-16
<ul style="list-style-type: none"> • Demonstrates sound understanding of the meanings derived from a pair of texts when considered together • Demonstrates some evaluation of the relationships between texts, contexts and values • Attempts to evaluate the ways language forms, features and structures of texts shape meaning and influence responses • Composes a sound response using language appropriate to audience, purpose and form 	9-12
<ul style="list-style-type: none"> • Demonstrates limited understanding of the meanings derived from a pair of texts when considered together • Demonstrates limited understanding of the relationships between texts, contexts and values • Describes some language forms, features and structures of texts, demonstrating limited understanding of the ways they shape meaning and influence responses • Composes a response that makes some attempt to use language appropriate to audience, purpose and form 	5-8
<ul style="list-style-type: none"> • Demonstrates elementary understanding of the meanings derived from a pair of texts when considered together • Demonstrates elementary understanding of the relationships between texts, contexts and values • Makes an elementary attempt, or no attempt, to describe language forms, features and structures of texts • Composes an elementary response that may use language inappropriate to audience, purpose and form; may be incomplete 	1-4
<ul style="list-style-type: none"> • Non-attempt, virtual non-attempt, non-serious attempt 	0

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Module B: Critical Study of Texts

20 marks

Questions 3-9

Question 3 – Shakespearean Drama: William Shakespeare, *Hamlet*

Question 4 – Prose Fiction

Question 5 – Drama

Question 6 – Film

Question 7 – Poetry

Question 8 Nonfiction: Essays

Question 9 Nonfiction: Speeches

*Outcomes Assessed: H1, H2A, H3, H4, H5, H6, H7, H8, H10,
Targeted Performance Bands: 2-6*

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates perceptive and critical understanding of the ideas expressed in a text through insightful selection of textual detail• Evaluates skilfully the importance of language, content and construction in influencing responses and assigning value to a text• Composes a sophisticated discussion using language appropriate to audience, purpose and form	17-20
<ul style="list-style-type: none">• Demonstrates effective understanding of the ideas expressed in a text through thoughtful selection of textual detail• Evaluates effectively the importance of language, content and construction in influencing responses and assigning value to a text• Composes an effective discussion using language appropriate to audience, purpose and form	13-16
<ul style="list-style-type: none">• Demonstrates sound understanding of the ideas expressed in a text through appropriate selection of textual detail• Attempts to evaluate how language, content and construction influence the ways a text is responded to and valued• Composes a sound discussion using language appropriate to audience, purpose and form	9-12
<ul style="list-style-type: none">• Demonstrates limited understanding of the ideas expressed in a text, making some reference to textual detail• Describes how language, content and construction influence responses to a text• Composes a response that makes some attempt to use language appropriate to audience, purpose and form	5-8
<ul style="list-style-type: none">• Demonstrates elementary understanding of the ideas expressed in a text, making minimal textual reference• Makes an elementary attempt, or no attempt, to describe how language, content and construction influence responses to a text• Composes an elementary response that may use language inappropriate to audience, purpose and form; may be incomplete	1-4
<ul style="list-style-type: none">• Non-attempt, virtual non-attempt, non-serious attempt	0

Question 9: History and Memory

Outcomes Assessed: H1, H2, H2A, H3, H4, H5, H6, H7, H8, H10

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates perceptive understanding of the relationship between representation and meaning• Evaluates skilfully the influence of representation in shaping responses to texts dealing with conflicting perspectives/history and memory• Composes a sophisticated response using language appropriate to audience, purpose and form	17-20
<ul style="list-style-type: none">• Demonstrates effective understanding of the relationship between representation and meaning• Evaluates effectively the influence of representation in shaping responses to texts dealing with conflicting perspectives/history and memory• Composes an effective response using language appropriate to audience, purpose and form	13-16
<ul style="list-style-type: none">• Demonstrates sound understanding of the relationship between representation and meaning• Demonstrates some evaluation of the influence of representation in shaping responses to texts dealing with conflicting perspectives/history and memory• Composes a sound response using language appropriate to audience, purpose and form	9-12
<ul style="list-style-type: none">• Demonstrates limited understanding of the relationship between representation and meaning• Describes the representation of ideas in texts dealing with conflicting perspectives/history and memory• Composes a response that makes some attempt to use language appropriate to audience, purpose and form	5-8
<ul style="list-style-type: none">• Demonstrates elementary understanding of the relationship between representation and meaning• Makes an elementary attempt to describe the representation of ideas in texts dealing with conflicting perspectives/history and memory• Composes an elementary response that makes a limited attempt to use language appropriate to audience, purpose and form; may be incomplete	1-4
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