



HSC SIMULATED EXAM

Marking Criteria

English Advanced - Paper 2
Module B: Critical Study of
Literature

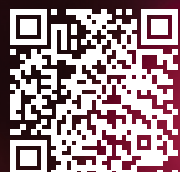


WESTERN SYDNEY
UNIVERSITY



STUDY AT
WESTERN

EXPLORE OUR *PROGRAMS*



DIFFERENT WAYS TO GET INTO UNI

Just because you don't fit the usual entry-mould for uni doesn't mean you can't get in. Maybe you didn't get the ATAR you wanted. Maybe you don't have an ATAR at all. Maybe there were things happening in your life that got in the way of your study.

At Western, there are various pathways into your dream degree. Pathways include:

- Aboriginal and Torres Strait Islander Entry Program
- Schools Recommendation Scheme
- TAFE/Tertiary Education Pathways
- Rural Entry Admission Scheme
- Portfolio and Audition Pathways

westernsydney.edu.au/applicationpathways



SCHOLARSHIPS

Each year, Western offers \$20 million in scholarships for a range of University, government and donor-funded opportunities.

There are over 100 scholarships across a variety of categories:

- Indigenous Scholarships: Dedicated to providing opportunities for Indigenous Australians
- High Potential Scholarships: Recognising excellence, engaged leaders, elite athletes and Western program participants
- Equity Scholarships: To assist students who have experienced disadvantages
- Humanitarian Scholarships: Enabling refugees and asylum seekers to achieve their dreams

westernsydney.edu.au/scholarships

HSC TRUE REWARD

WESTERN'S EARLY OFFER PROGRAM FOR YEAR 12 STUDENTS

Our HSC True Reward program provides an early offer based on your Year 11 or Year 12 subject results relevant to your dream degree, rather than a scaled ATAR.

Apply now to be considered for our upcoming offer rounds.

westernsydney.edu.au/truereward

NEED A BOOST?

See if you're eligible for adjustment factors or special consideration when you apply through UAC.

Receive up to ten adjustment factors, or points added to your ATAR

westernsydney.edu.au/adjustmentfactors



The College

YOUR PATHWAY TO WESTERN.

Kick-start your uni journey with confidence, with smaller class sizes and personalised support.

Our Diploma courses provide a springboard to diverse career options or your pathway into the second year of a Bachelor degree at Western.

westernsydney.edu.au/thecollege



The Academy

FUTURE THINKING. UNLIMITED POSSIBILITIES.

The Academy is a co-curricular program for students who want to learn, grow and transform as leaders and changemakers. Join our community of leaders by applying for membership to The Academy or enrolling in the Bachelor of Creative Leadership.

westernsydney.edu.au/theacademy

LOVE THESE SUBJECTS? SEE WHERE THEY CAN TAKE YOU! FIND YOUR PATH FROM HSC TO UNIVERSITY.

YOU LOVE ENGLISH? *WHY NOT STUDY:*

- B Communication
- B Screen Media (Arts and Production)
- B Education (Primary)
- B Education (Secondary)
- B Arts
- B Arts (Interpreting and Translation)
- B Laws
- B Performing Arts (Acting)
- B Music
- B Design (Visual Communication)
- B Music
- B International Studies

YOU LOVE STUDIES OF RELIGION? *WHY NOT STUDY:*

- B Arts
- B Social Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HISTORY? *WHY NOT STUDY:*

- B Arts
- B International Studies
- B Social Science
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Planning (Pathway to M Urban Management and Planning)

YOU LOVE VISUAL ARTS? *WHY NOT STUDY:*

- B Architectural Design
- B of Design
- B of Design and Technology
- B of Industrial Design (Honours)

YOU LOVE BUSINESS STUDIES? *WHY NOT STUDY:*

- B Business
- B Accounting
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Construction Management (Honours)

YOU LOVE LEGAL STUDIES? *WHY NOT STUDY:*

- B Criminology
- B Criminal and Community Justice
- B Cyber Security and Behaviour
- B Policing
- B Laws
- B Social Science
- B Humanitarian and Development Studies
- B Education (Primary)
- B Education (Secondary)
- B Construction Management (Honours)
- B Social Work
- B Youth Work

YOU LOVE COMMUNITY AND FAMILY STUDIES STUDIES? *WHY NOT STUDY:*

- B Arts
- B Criminology
- B Nursing
- B Midwifery
- B Psychology (Honours)
- B Psychological and Social Sciences
- B Social Science
- B Youth Work
- B Social Work
- B Humanitarian and Development Studies
- B Education (Early Childhood)
- B Education (Primary)
- B Education (Secondary)

YOU LOVE PHYSICS? *WHY NOT STUDY:*

- B Science
- B Education (Primary)
- B Education (Secondary)
- B Engineering
- B Architectural Design
- B Industrial Design (Honours)
- B Design and Technology

YOU LOVE CHEMISTRY? *WHY NOT STUDY:*

- B Science
- B Medical Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HEALTH AND MOVEMENT SCIENCE? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Exercise Physiology
- B Exercise Science
- B Sport and Performance Science
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Traditional Chinese Medicine
- B Nursing
- B Midwifery
- B Education (Primary)

YOU LOVE MATHEMATICS? *WHY NOT STUDY:*

- B Computer Science
- B Data Science
- B Information and Communication Technology
- B Information Systems
- B Mathematics
- B Engineering
- B Education (Primary)
- B Education (Secondary)
- B Planning (Pathway to M Urban Management and Planning)
- B Accounting

YOU LOVE BIOLOGY? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Sport and Performance Science
- B Traditional Chinese Medicine
- B Science
- B Medical Science
- B Nursing
- B Midwifery
- B Education (Primary)
- B Education (Secondary)
- B Clinical Science/Doctor of Medicine

At Western, we have a wealth of support services to help you navigate your university journey:

- Programs to help you settle into uni life as well as your studies
- Student Welfare Service
- Counselling and mental health and wellbeing services
- Disability services

- Members of the ADF – Student Veteran Program
 - Elite athletes and performers support
- westernsydney.edu.au/support

Module A

Marking Criteria

How has the later text reimagined the former in order to allow audiences to understand the way texts speak to each other across time?

In your response, make close reference to the pair of prescribed texts that you have studied in Module A.

Criteria	Marks
• Demonstrates skilful engagement with the question to discuss how composers are influenced by another text's concepts and values • Evaluates skilfully the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question • Composes a perceptive, sustained response using language appropriate to audience, purpose and form	17-20
• Demonstrates effective engagement with the question to discuss how composers are influenced by another text's concepts and values • Evaluates effectively the relationship between texts and contexts using detailed textual references from the prescribed texts as appropriate to the question • Composes a coherent, sustained response using language appropriate to audience, purpose and form	13-16
• Demonstrates adequate engagement with the question to discuss how composers are influenced by another text's concepts and values • Explains adequately the relationship between texts and contexts using some relevant textual references from the prescribed texts as appropriate to the question • Composes a sound response using language appropriate to audience, purpose and form	9-12
• Responds to some aspects of the question • Demonstrates some understanding of the relationship between texts and contexts • Composes a limited response	5-8
• Attempts to respond to the question • Attempts to describe aspects of texts and contexts • Attempts to compose a response to the question	1-4

Module B

Marking Criteria

“Literature is one of the most interesting and significant expressions of humanity.” - P. T. Barnum

To what extent does this statement relate to your own understanding of your prescribed text?

Criteria	Marks
• Evaluates skilfully the extent to which the statement aligns with an understanding of the prescribed text • Demonstrates a well-informed understanding of context, language, form and ideas using well-selected and detailed analysis of textual references • Composes a thoughtful argument using language appropriate to audience, purpose and form	17-20
• Evaluates effectively the extent to which the statement aligns with an understanding of the prescribed text • Demonstrates an informed understanding of context, language, form and ideas using well-selected analysis of textual references • Composes an effective argument using language appropriate to audience, purpose and form	13-16
• Evaluates the extent to which the statement aligns with an understanding of the prescribed text • Demonstrates an understanding of context, language, form and ideas using textual references • Composes a sound argument using language appropriate to audience, purpose and form	9-12
• Describes some aspects of the prescribed text • Demonstrates some understanding of context, language and form with limited textual references • Composes a limited response to the question	5-8
• Attempts to describe aspects of the prescribed text • Attempts to compose a response to the question	1-4

Module C

Marking Criteria

Part A:

“To learn to read is to light a fire; every syllable that is spelled out is a spark.” - Victor Hugo

Using the stimulus above, compose a piece of discursive writing that reinforces the notion that the power of books lies in its ability to spark curiosity. 10 marks

Criteria	Marks
- Composes a highly engaging piece of writing that skilfully uses the stimulus - Crafts language skilfully to discuss the notion that the power of books lies in its ability to spark curiosity - Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	9-10
- Composes an engaging piece of writing that effectively uses the stimulus - Crafts language effectively to discuss the notion that the power of books lies in its ability to spark curiosity - Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	7-8
- Composes a piece of writing that adequately uses the stimulus - Uses language competently to discuss the notion that the power of books lies in its ability to spark curiosity - Demonstrates sound control of language and structure appropriate to audience, purpose, context and selected form	5-6
- Composes a piece of writing that attempts to respond to the question - Demonstrates variable control of language	3-4
Attempts to compose a piece of writing with some relevance to the question	1-2

Part B:

Evaluate how at least ONE prescribed text from Module C has influenced your choice of craft in part (a). 10 marks

Criteria	Marks
• Provides a comprehensive explanation of how language is crafted to answer the question in their piece of writing for part (a) • Provides a comprehensive comparison of at least ONE of the prescribed texts from Module C and their response to part (a) • Demonstrates skilful control of language	9-10
• Provides a considered explanation of how language is crafted to answer the question in their piece of writing for part (a) • Provides a considered comparison of at least ONE of the prescribed texts 7-8 from Module C and their response to part (a) • Demonstrates effective control of language	7-8
• Provides an explanation of how language is used to answer the question in their piece of writing for part (a) • Provides a sound comparison of at least ONE of the prescribed texts from Module C and their response to part (a) • Demonstrates sound control of language	5-6
• Describes how some language features are used to answer the question in their piece of writing • Attempts to compare some aspects of at least ONE of the prescribed texts from Module C and their response to part (a) • Demonstrates limited control of language	3-4
Provides some relevant information about their writing in part (a) and/or ONE of the prescribed texts from Module C	1-2



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