

INTUITION EDUCATION

HSC 2026 · PREDICTED PRACTICE PAPER

2026 HSC English Standard — Paper 2: Modules

*Answers & marking notes***Paper total: 60 marks**

Sit the paper first. These are worked answers with the marking notes behind them — what earns the mark, and the traps the marking centre has flagged in past years. Where a note names a band, it describes what a top-band response does, not a guaranteed mark.

Published Aug 2026 · intuitioneducation.com.au/hsc-2026 · ai.intu.com.au

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Answers & marking notes

Marking notes

Question 1 — Module A

Band	Descriptor
17–20	Skilfully addresses BOTH demands — how language affirms cultural identity AND how it challenges assumptions — with perceptive analysis of language forms and features and well-selected evidence
13–16	Effectively addresses both demands with sound analysis and appropriate evidence
9–12	Addresses the question with uneven coverage of the two demands; explains rather than analyses
5–8	Describes ideas about identity or culture with limited textual reference
1–4	Attempts to describe the text

Marker priorities from the clusters: (1) **both halves of the paired demand** — the exact failure NESA reported on 2025's 'benefits and challenges', where scripts answered one side only; plan a paragraph for each; (2) the **assumption must be named** — 'the text challenges stereotypes' scores little; say *whose* assumption, *about whom*, and *which language choices* unsettle it (2020, 2022 feedback); (3) analysis of language, not a cultural summary: dialogue, dialect and code-switching, naming, imagery, form-specific features; (4) the individual should be linked to the community (2021 feedback rewarded exactly this move).

Question 2 — Module B

Band	Descriptor
17–20	Skilfully analyses how the form's distinctive qualities shape meaning and significance; a clearly voiced, informed personal understanding; evidence drawn from across the whole text
13–16	Effectively analyses the text's distinctive qualities with sound evidence and a personal response
9–12	Explains features of the text with some personal response; evidence narrow
5–8	Describes the text with limited reference to its form
1–4	Attempts to describe the text

Marker priorities: (1) **form-specific metalanguage** — the gap markers have named in six of seven years: verse craft for poetry, staging and dramatic structure for drama, camera and editing for film, narrative voice and structure for prose; a themes-and-characters essay caps in the middle bands; (2) **whole-text evidence** — not two rehearsed scenes or poems (2019, 2020, 2023, 2024 feedback); for a suite of poems, range across the suite; (3) the personal understanding must be *voiced* — first-person

judgement about the text's significance, sustained through the essay, not asserted in the conclusion (2023–2024 feedback rewarded 'a clear, strong personal voice').

Question 3 (a) — composition

Band	Descriptor
13–15	Skilfully crafted writing in the selected form; the threshold idea functions conceptually (motif, structure, controlling image); sustained, authentic voice; deliberate structural choices
10–12	Effectively crafted writing in the selected form; the stimulus is meaningfully integrated; controlled voice
7–9	Sound writing; stimulus referenced but not developed; uneven control
4–6	Limited control of the form; literal or token use of the stimulus
1–3	Attempts to compose

Marker priorities from seven consecutive years of feedback: (1) treat the stimulus **conceptually and metaphorically** — the doorway need not be a door; bolted-on final-line quotation of the stimulus is the single most flagged weakness; (2) respond to ALL aspects of the stimulus (leaving AND not-yet-entering — the two rooms), as 2025's guideline separated bands on complete stimulus coverage; (3) form discipline: discursive means an idea explored from several angles with anecdote and an open ending — a short story or a persuasive essay in discursive clothing is penalised; (4) avoid the clichéd school-set narrative; a small, specific, sensory moment outperforms melodrama.

Question 3 (b) — reflection

Criteria	Marks
Explains effectively how one stylistic feature of part (a) was influenced by one Module C prescribed text, with close reference (including quotation) to BOTH the student's own writing and the prescribed text	5
Explains the influence with reference to both texts	4
Explains a stylistic feature with reference to one text	3
Describes a feature of part (a) or of a prescribed text	2
Attempts to describe	1

Marker priorities (2019, 2021, 2024 feedback): quote your **own** part (a); name the prescribed composer's specific technique and show the craft link, not a vague 'inspired me'; no plot summary of the prescribed text; no long introduction; no negative self-critique — reflection is analysis of craft, not confession.

Prediction provenance

Which consensus prediction each part of this paper realises. Full evidence panels:
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Paper item	Prediction	Agreement
Q1	ES-P2-a1-affirm-challenge-dual-demand	0.55 · 6 (all)
Q2	ES-P2-b1-distinctive-qualities-personal-interpretation	0.57 · 6 (all)
Q3(a)	ES-P2-c1-imaginative-or-discursive-choice	0.59 · 6 (all; gemini-3.1-pro alone predicts an image stimulus rather than a quote)
Q3(b)	ES-P2-c2-reflection-returns	0.54 · 6 (all)
Q3 shape (15 + 5, the 2024 model)	topic-level consensus	— · grok and opus name the 15+5 split; fable and gpt-5.6-sol carry 12–15 + 5–8

Built by an AI panel and backtested against the hidden 2025 papers before publication — method at intuitioneducation.com.au/hsc-2026/how-we-did-it. Scored publicly in November 2026. Independent Intuition Education material from publicly available NESA documents; not affiliated with or endorsed by NESA.