

2024 HSC English Advanced — Paper 1

Marking Guidelines

Section I

Question 1

Criteria	Marks
Explains effectively how Green invites the reader to consider aspects of the human sense of smell using appropriate supporting evidence	3
Explains how Green invites the reader to consider aspects of the human sense of smell using some supporting evidence	2
Provides some relevant information about the text	1

Sample answer:

Green invites the reader to consider how smell is the one human sense that cannot yet be replicated or reproduced. He shares a personal anecdote of his virtual reality experience on a roller coaster, describing how the ride ‘felt breath-stealingly real’ but the inaccurate imitation scent ‘wrenched’ him from his ‘state of joyfully suspended disbelief’. He expands on this point by challenging the reader to consider how humans are unable to accurately imagine and write about smell and ‘based on those stories’ even AI would get it ‘spectacularly wrong’.

Question 2

Criteria	Marks
Analyses effectively how Vincent connects the significance of measurement to human experience using well-chosen supporting evidence	4
Analyses how Vincent connects the significance of measurement to human experience using appropriate supporting evidence	3
Explains how Vincent connects the significance of measurement to human experience with some supporting evidence	2
Provides some relevant information about how Vincent connects the significance of measurement to human experience	1

Sample answer:

Vincent begins with an accumulation of reasons designed to persuade the reader of the importance of measurement to the human experience. This includes figurative phrases like ‘cornerstone of cognition’ and ‘tool of social cohesion and control’ that capture the role it plays in human thought and culture. He further connects its significance to all of humanity through using the plural first person in ‘If we could not measure, then we could not observe the world around us’. Vincent shares a personal anecdote about reporting on the redefinition of the kilogram, then reflects on the transformative nature of his discoveries on his worldview through the simile ‘I felt like I had opened the door of my flat... on to the surface of an alien planet’. Finally, Vincent captures the broad range of human endeavours that are shaped by and connected to measurement through the metaphorical description of it as ‘a banquet of historical, scientific, and sociological wonder’.

Question 3

Criteria	Marks
• Compares skilfully how both texts offer a perspective on the ways individuals perceive their surroundings using well-chosen supporting evidence from both texts	5
• Compares effectively how both texts offer a perspective on the ways individuals perceive their surroundings using appropriate supporting evidence from both texts	4
• Compares how both texts offer a perspective on the ways individuals perceive their surroundings with some supporting evidence	3
• Attempts to compare how both texts offer a perspective on the ways individuals perceive their surroundings with limited supporting evidence	2
• Provides some relevant information about the text(s)	1

Sample answer:

In *My Name is Lucy Barton*, Strout represents the character's profound engagement with the natural world by using a single run-on sentence to capture a 360-degree perspective of the horizon. In contrast, the photograph suggests that an individual's perspective is filtered by technology, providing an altered version of their surroundings through the blurred landscape in the background and clear focus on the devices in the foreground. These visual choices highlight the ways an individual may have a limited view of the natural world because they are distracted by and over-reliant on technology. By comparison, Strout's narrator makes detailed observations of their home landscape — 'the few trees, the quiet field of cover crops' — which results in their introspective revelation that 'All life amazes me'. Therefore, Strout's prose suggests a spiritual awakening and deep connection to the physical environment, whereas the photograph suggests some individuals' preoccupation with connecting to the world through technology disconnects them from the reality of their surroundings.

Question 4

Criteria	Marks
• Analyses effectively how Wilson represents the relationship between discomfort and joy using well-chosen supporting evidence	3
• Analyses how Wilson represents the relationship between discomfort and joy using appropriate supporting evidence	2
• Provides some relevant information about the relationship between discomfort and joy	1

Sample answer:

Wilson represents the individual's relationship between discomfort and joy through the contrast between the enjoyment of the freedom of running and the surrounding dangers of the landscape. This is established through the use of contrasting natural imagery seen by the speaker while running through a bush track, of positive 'yellow fireworks/... opalescent pearls' and the negative 'thunder claps/... burnt black'. The paradoxical relationship between physical discomfort and the rewarding emotional experience of the track is further emphasised by the use of the final enjambment 'Soaked with rain/scared... I am immeasurably happy'.

Question 5

Criteria	Marks
Assesses skilfully how Diaz's use of language illuminates the dynamics within the Brevoort family using detailed, well-chosen supporting evidence	5
Assesses how Diaz's use of language illuminates the dynamics within the Brevoort family using well-chosen supporting evidence	4
Explains how Diaz's use of language illuminates the dynamics within the Brevoort family with appropriate supporting evidence	3
Explains how Diaz's use of language illuminates the dynamics within the Brevoort family with reference to the text	2
Describes some relevant information about the text	1

Sample answer:

Diaz uses language to effectively illuminate the unconventional dynamics of the Brevoort family that are primarily made evident through the interactions between father and daughter. Leopold's rejection as a writer which leaves him 'Embittered' is juxtaposed with his experience of joy as he 'delighted in every facet of her personality' when he takes charge of Helen's education. This provides the reader with an insight into the positive dynamic within the Brevoort family. Diaz enhances the closeness between Leopold and Helen by their 'walks along the [river]... discussing the natural phenomena around them' and their 'collection of fabricated, outrageous myths' where the detailed imagery suggests an equal partnership in her education. Diaz's use of Helen's memories of her 'studies under her father's tutelage' that would 'remain the happiest of her life' shows, through third person narrative point of view, the close bond that exists between the father and daughter. Diaz also skilfully establishes how the mother, Catherine, while 'having a knack for' entertaining and conversation, exists outside of Helen and Leopold's dynamic. Diaz portrays her '[breaking] into their study to stop them laughing "like horses"' which reinforces her exclusion from the father-daughter relationship.

Section II

Question 6

Criteria	Marks
- Explains skilfully the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions - Presents a perceptive response supported by well-chosen textual references from the prescribed text - Writes a coherent and sustained response using language appropriate to audience, purpose and context	17–20
- Explains effectively the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions - Presents a thoughtful response supported by relevant textual references from the prescribed text - Writes an organised response using language appropriate to audience, purpose and context	13–16
- Explains the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions - Presents a response supported by some textual references from the prescribed text - Writes a response using variable control of language appropriate to audience, purpose and context	9–12
- Expresses limited understanding of the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions - Describes aspects of the prescribed text - Writes a response with limited control of language	5–8
- Refers to the prescribed text in a minimal way - Attempts to compose a response	1–4

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Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1	3	Common Module – Texts and Human Experiences	EA12-1, EA12-3
2	4	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
3	5	Common Module – Texts and Human Experiences	EA12-2, EA12-3, EA12-6
4	3	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
5	5	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5

Section II

Question	Marks	Content	Syllabus outcomes
6	20	Common Module – Texts and Human Experiences – Prose Fiction – Poetry – Drama – Shakespearean Drama – Nonfiction – Film – Media	EA12-1, EA12-3, EA12-5, EA12-7