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2014 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Section I

Please note that the sample answers provided for parts (a)–(d) are actual student responses.

Question 1 (a)

Criteria	Marks
• Explains clearly how the book cover reinforces the main issue being raised by Sherry Turkle with well chosen supporting evidence from the text	3
• Explains how the book cover reinforces the main issue being raised by Sherry Turkle with some supporting evidence from the text	2
• Describes aspects of the text	1

Sample answer:

The book cover has images of individuals standing distanced apart with phones in their hands. The orientation of the people makes the image seem three-dimensional.

The title of the novel is the salience of the image and relates to the author's ideas of society disconnecting while staying connected through technology.

Answers could include:

- Turkle's main issue is that new technologies are changing the way that people communicate and relate to one another to the extent that we can still feel very much alone despite being constantly connected via digital means.
- The book cover reinforces this by a range of techniques including:
  - The title 'Alone Together' reveals the inherent paradox of being both connected and alone
  - Layout includes 4 different representations of young adults and a group of children who are 'together' on the page but 'alone' due to the visual separation on the page mirroring the concept of alone – together
  - Individuals are shown using technology which symbolises the new technologies
  - The visual gaze of the people is away from the viewer and each other (visual offer) which constructs a sense of social isolation and isolation

- Body language of the people emphasises social disconnection and avoidance of interaction
- Vectors/ visual lines in the stance of the bodies lead the viewer to focus attention on the devices being held by each person
- Group – the close physical spacing in the group (which should show a sense of belonging/connection/close relationships/social cohesion) is undercut by the focus on technology which makes the group more a collection of individuals than a close-knit group
- Relative font sizes of 'Alone' and 'Together' emphasise separation.

Question 1 (b)

Criteria	Marks
• Explains clearly how the author depicts her connection to Fitzroy's Rainbow Houses with well chosen supporting evidence from the text	3
• Explains how the author depicts her connection to Fitzroy's Rainbow Houses with some supporting evidence from the text	2
• Attempts to explain or explains in a limited way the author's connection to Fitzroy's Rainbow Houses	1

Sample answer:

The persona in the text finds a sense of belonging through place. Fitzroy's Rainbow Houses was a place that the protagonist "loved". The persona "lived in a handful of terraces while at uni, but most important was a Rainbow House in Bell Street". Through this statement the responder clearly indicates that the persona feels as though they belong there, " having great memories of that time". Contrasting with the final paragraph "successfully" escaping the suburbs they "felt like for the first time they belonged."

Answers could include:

- The author depicts her strong connection: through the retelling/anecdote of her childhood experiences of driving through the inner city in the early 1970s.
- How she was drawn to the distinctive experiences of the area – 'cobblestone lanes', 'crumbling little houses' etc
- Her strong engagement with the orange Kombis parked outside the Rainbow houses. Emotive language highlights the intensity of the author's connection: 'screech with delight'
- How her connection is contrasted/ juxtaposed with her mother's strong dislike: 'damp, dark and horrible'
- Her rejection of her upbringing in Reservoir
- Author's love of the Rainbow House in Bell Street is shown in a number of ways:
  - statements of her affection – 'I loved living in them', 'I have great memories'
  - listing of idiosyncrasies – 'creaking boards', 'outside dunny', 'winter we had to wear spencers'
  - use of emotive diction and descriptions
  - humorous tone and exaggeration depict the author's fondness and sentimentality for the old terraces – 'fingers and toes were so cold they could snap off any minute'
  - listing and description of positive experience of living in the Rainbow Houses works through accumulation to convey a sense of the positive elements that shaped the author's connection with the Rainbow Houses
  - use of sensory imagery
  - the juxtaposition of her connection to the Rainbow Houses with her disconnection from Reservoir.

Question 1 (c)

Criteria	Marks
• Explores effectively how a strong sense of place is created in the extract with well chosen supporting evidence from the text	3
• Explores how a strong sense of place is created in the extract with some supporting evidence from the text	2
• Describes aspects of place in the text	1

Sample answer:

In the extract from "A Sport and Pastime," author James Slater creates a vivid depiction of a town in France. Through the use of sensory detail and similes in these descriptions he shows the reader his deep sense of belonging to the place.

The excessive sensory detail used in this extract paints a picture of this place and as a result shows the author's sense of belonging to it." "I open the gate, close it again behind me. The click is a pleasing sound."

The author also uses similes in the extract to help translate the deep meaning of the place to the reader. "I stroll through the cemetery that glitters like jewellery in the last, slanting light."

Answers could include:

A strong sense of place is created through the use of a range of descriptive and other techniques that build an evocative sense of the French town including:

- Sensory imagery evokes a strong sense of the distinctive appearance, layout and atmosphere of the town. For example:
  - accumulation of visual images: 'uneven curbstones'; 'narrow courts'
  - imagery of colour: 'blue, indolent town'; 'pale sky'; 'orange peel'
  - smell: 'rotten odour within'; 'smell of bread'; 'perfume of the town'
  - aural images: 'out of breath, their lungs creaking'
- Short sentences and listing of elements of the town create vivid snapshots of the scene – various elements which when taken together construct a sense of the whole.
- Street names clearly locate the scene in France.
- Powerful descriptions of events and scenes build a sense of the town – church bells, motorbikes and other dawn experiences highlight the experiences of morning in the town.
- Metaphors of cleansing ('flood over me', 'washed by the cool air') constructs the quiet/peace of the place prior to the disruption by the human activities of morning: 'The electric shriek of a train', 'Heels on the sidewalk'.
- Strong sense of immediacy is created through the use of present tense ('I walk') and first person narrative point of view.

Question 1 (d)

Criteria	Marks
• Analyses skilfully how the complex relationship between people and their communities is portrayed effectively in one text with detailed, well chosen supporting evidence from the text	6
• Analyses how the complex relationship between people and their communities is portrayed in one text with well chosen supporting evidence from the text	4–5
• Describes how the relationship between people and their communities is portrayed in one text with some supporting evidence from the text	2–3
• Demonstrates limited understanding of how one text portrays a community	1

Sample answer:

Text three explores the idea that individuals may have an affinity towards some aspects of a community but feel marginised by others. This creates a complex relationship between the individual person and their community as they are neither fully accepted or are rejected.

The speaker in the extract is shown to feel a deep connection to the physical setting of the town. This is conveyed by the second paragraph which features emotive imagery of the morning landscape such as "washed by the cool air". The personification of the air furthers the concept of a strong affinity with the town by referencing the relationship between a mother and child. The simple imperative concluding the paragraph, "I cannot sleep", conveys that the speaker is physical incapable of sleep when the option of experiencing the town's landscape is presented.

Complexity arises however in the fact that the individual feels marginalised by his ability to connect to the town's people due to difference in language. The juxtaposition between the relationship with place and estrangement from people reveals that belonging is far more complex than initially thought. The disconnect to local residents is shown by the quote "Monsieur." It is written in italics and has been given its own line which draws attention to it and highlights its importance. The difference in language between this word (French) and the rest of the extract (English) portrays the root cause of the problem. The line "it all vanishes" conveys how the previous relationship with the community is completely replaced by feelings of rejection. However the final paragraph repeats the positive feelings as felt at the beginning of the extract, reforming the broken bond.

To conclude text three examines the complexity of the relationship between people and communities by slowing how both positive and negative results can arise from such a bond.

Section II — Writing Task

Question 2

Criteria	Marks
• Composes skilfully an engaging piece of writing suitable for the collection *Among Others* ... using ONE of the statements provided as the first sentence • Skilfully explores (an) individual(s) finding their place in a community • Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	13–15
• Composes effectively a piece of writing suitable for the collection *Among Others* ... using ONE of the statements provided as the first sentence • Effectively explores (an) individual(s) finding their place in a community • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	10–12
• Composes a piece of writing suitable for the collection *Among Others* ... using ONE of the statements provided as the first sentence • Explores (an) individual(s) finding their place in a community • Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form	7–9
• Attempts to compose a piece of writing • Attempts to explore (an) individual(s) finding their place in a community • Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form	4–6
• Attempts to compose a response • Demonstrates elementary control of language	1–3

Section III

Question 3

Criteria	Marks
• Explores skilfully how the view that an individual's identity is shaped by the way they perceive their connection with others and the world around them is represented • Presents a skilful response with detailed, well chosen textual references from the prescribed text and one other related text • Composes a well-integrated response using language appropriate to audience, purpose and context	13–15
• Explores effectively how the view that an individual's identity is shaped by the way they perceive their connection with others and the world around them is represented • Presents an effective response with well chosen textual references from the prescribed text and one other related text • Composes an effective response using language appropriate to audience, purpose and context	10–12
• Explores how the view that an individual's identity is shaped by the way they perceive their connection with others and the world around them is represented • Presents a response using textual references from the prescribed text and one other related text • Composes an adequate response using language appropriate to audience, purpose and context	7–9
• Demonstrates a limited understanding of the relationships between individuals and their worlds in the prescribed text and one other related text • Describes aspects of the text/s • Attempts to compose a response with limited appropriateness to audience, purpose and context	4–6
• Refers to text/s in an elementary way • Attempts to compose a response	1–3

English (Standard) and (Advanced)
Paper 1
2014 HSC Examination Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1 (a)	3	Area of Study	H4, H6
1 (b)	3	Area of Study	H4, H6
1 (c)	3	Area of Study	H3, H4, H6
1 (d)	6	Area of Study	H3, H4, H6, H10

Section II

Question	Marks	Content	Syllabus outcomes
2	15	Area of Study	H3, H7, H8, H11

Section III

Question	Marks	Content	Syllabus outcomes
3	15	Area of Study	H1, H2, H3, H4, H6, H10