BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 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

Question 1 (a)

Criteria	Marks
• Explains how dialogue is used to capture the young couple's reactions to items found	2
• Attempts to explain how dialogue is used to capture the young couple's reactions to items found	1

Answers could include:

- Dialogue creates the distinct personalities of the treasure hunters and juxtaposes their individual responses to the items being found.
- Dialogue is used to capture the:
  - excitement in response to the discoveries. 'Oh, *man,* look at *this*,' she whooped …'. Italics are employed to recreate the volume and intensity of the couple's voices and evocative verbs used to capture the sound of their voices ('whooped', 'cried out').
  - speed of the couple's actions during the process of discovery. Incomplete sentences and colloquial utterances contribute to a sense of pace ('This!', 'Books here!').
  - intensity of emotion associated with each discovered object. Statements of strong certainty/ modality highlight the strongly held individiual/personal/distinct response to an item. 'No! I don't want that…'. Juxtaposition of the individual responses emphasises the conflict present during the discoveries.

Sample answer:

Dialogue is used to create the different personalities of the couple and show how they react to the found items. The couple have an excited reaction to the rubbish and the dialogue employs exclamation marks and italics which highlight their reaction. The dialogue also shows the way the couple have different opinions about the objects they find.

'Oh, *man*, look at *this*!'

'Don't take those trunks, …'

Question 1 (b)

Criteria	Marks
• Explains how the image represents an individual who values discovered objects	2
• Attempts to explain or explains in a limited way how the image represents an individual who values discovered objects	1

Answers could include:

- The image represents Seba pointing to the new discoveries, highlighting the perceived worth of the objects.
- Body language creates a reading path which directs the reader's gaze to the collection of discovered objects – the arms and fingers shape towards the collection of items and give salience to the discovered objects.
- The value of the discoveries is represented in the physical arrangement of the collection. The items and book are shown grouped together on the cloth in a display. This symbolises the significance of the collection to the individual and potentially to others.
- Worth is represented by the elevated bottle in Seba's right hand. This item has been selected from the collection for particular notice. Symbolises the worth of the discovered objects for Seba. The relative height of the bottle to the other items represents the individual's pride and keenness to show this particular part of his collection to others.

Sample answer:

The image represents Seba pointing to the new discoveries, which highlights how he values the objects. The body language draws the reader's attention to the objects and the book and emphasises the discoveries. The items have been arranged in a display on a table indicating Seba is proud of them. The image represents Seba holding up a jar in his right hand. This shows he values this discovered object more than the other objects which are shown at a lower level in the image.

Question 1 (c)

Criteria	Marks
• Explains effectively how the poem conveys the personal response of the father to his discoveries with aptly chosen references	3
• Explains how the poem conveys the personal response of the father to his discoveries with some textual references	2
• Describes the text	1

Sample answer:

- The personal response of the father includes both his reaction to his discoveries in the natural landscape along the river and the impact these discoveries subsequently had on his life.
- The poem conveys the father's response by:
  - metaphor employed to depict the father's physical and emotional response to the moment of epiphany: '…the endless breathing in …' captures the intense reaction to his discoveries

- balanced tension in the line 'the wish to know and the need to praise' – constructs the complexity of his response which resolves in the father's youthful understanding and acceptance of the world ('there was no seam')
- metaphoric description of the father's later moment of epiphany which leads him to the world of academia and research 'shot him off on his tangent' – active verb choice shows clear change in direction and significance of this impulse
- symbolism of the 'brown meandering river' that the father was led away from as a result of his discoveries but was always 'trying in vain to get back to'. This became a new source of tension in the father's life.

Question 1 (d)

Criteria	Marks
• Analyses effectively how the text portrays the difficulties of discovering 'what is true and what is false' with aptly chosen references	3
• Analyses how the text portrays the difficulties of discovering 'what is true and what is false' with some textual references	2
• Describes the text	1

Answers could include:

The difficulties of discovering 'what is true and what is false' are portrayed by:

- Imagery and extended metaphor employed in opening sentence: 'webs across the world' – refers to the intricacy of the process, the lengths the discoverer has to go to and the physical and metaphoric barriers that impact on the process of discovering the 'truth' ('made their way down dirt tracks '; 'to Welsh farmhouses of dark stone')
- Parallel drawn between the grandmother and creators of ballads and sagas – 'Later I would catch something of their rhythms and word play …' constructs the unreliability of oral history and the ambiguity between oral storytelling and historical fact
- Use of personal anecdotes to reveal aspects of the grandmother's personal history that were surprising '… young man went into the city of London … but never told his wife what he did there.' The lifestyle of previous generations contains unusual and unexpected information
- Metaphor – 'evidence to be weighed … ' – portrays the way new information needs to be evaluated, considered against existing beliefs
- Repeated reference to the uncertain nature of discovered information 'or so the story goes …'.
- Use of colloquial expressions and spoken mode references the oral nature of much family history which makes it difficult to establish veracity of information: 'Or so she said …'.

Question 1 (e)

Criteria	Marks
• Compares skilfully how two of the texts represent the significance of curiosity to the process of discovering with well chosen supporting evidence from the texts	5
• Compares how two of the texts represent the significance of curiosity to the process of discovering with supporting evidence from the texts	3–4
• Demonstrates limited understanding of how the texts represent the significance of curiosity	1–2

Answers could include:

Curiosity is significant to the process of discovering in that it encourages/ facilitates/ leads individuals to:

- initiate new experiences, explore possibilities, undertake research, ask questions, find interesting objects
- move beyond one discovery to make other discoveries, not settle easily – generates a restlessness/motivation to find new or additional things of interest
- move beyond barriers and overcome – physical barriers, the views of others, social differences, dissenting information, sources of tension – in order to engage in the process of discovery
- operates as a driving force/ source of inspiration/ emotional momentum in the act of making a literal discovery or reaching a moment of epiphany
- change directions and make changes in their life as a result of the discoveries made.

All texts portray the significance of curiosity but do so in different ways. Comparison may refer to aspects such as the deeply personal/unique nature of curiosity, the extent/degree of curiosity, or the consequences of curiosity, and will incorporate consideration of the techniques used to represent the significance of this curiosity.

Text 1:

Significance of curiosity is represented by:

- Rhetorical questions employed by the narrator to represent the role of curiosity in initiating the process of discovery. 'What treasure might they find here? How much of it might be worth selling?'
- Use of evocative verbs to depict the enthusiasm that builds during the search by the curious residents. Their search is driven forward by this emotion with curiosity manifested in physical actions: 'lunged at it', 'flung the wads of paper in the air', 'rummaged through the fabric-tied bags'
- Emotive words/phrases – to show emotional and physical role of curiosity in the act of searching 'Frenzied he dumped the books …'
- Image of teenager on roller blades – 'he spied the trunks and twirled to a stop' – highlights the extent of his curiosity – stopped his skating to explore the objects
- Juxtaposition of emotional responses to the reclaimed objects – excitement 'Whoa! Look at this' ; disgust 'I don't *want* junk in the apartment.' ; confusion 'What do you think they do with it?'
- Symbolism of the residents as representing society – if we are curious we can look beyond superficial, judgemental impressions and labels to find worth in discovered objects/people.

Text 2:

Curiosity is significant at a number of layers of interpretation:

- the initial act of discovering the items of natural history
- the act of collecting and displaying – Seba is represented displaying the items, suggesting the curiosity and interest of others
- the act of reading the image and engaging with the subject matter – items have been selected and deliberately arranged and offered for inspection – this evokes the reader's curiosity.

Significance of curiosity is represented by:

- Displayed objects show a range of different forms and mediums – shells, drawings, specimens – range of activities emanated from search and interest
- Grouping of objects and arrangement of elements within the image emphasise the size of the collection.
- Size and variety of the collection shown behind Seba indicate the breadth of discovery precipitated by curiosity
- Repetition of many jars in background symbolises the extent of the curiosity – extends beyond the frame of the curtain
- Reading path constructed by visual gaze (demand) leads to initial focus on the individual then vectors (Seba's arms and hands) position the reader to attend to the objects in the foreground, then to the raised specimen in the bottle and then move to the decontextualised array of bottles in the background
- Image of red coral on the top shelf – discovered as a consequence of the reader's curiosity
- Symbolism – the collected items symbolise scientific knowledge and the role of curiosity and discovery in the gathering of new information and understandings. Impact of curiosity manifested at a societal as well as a personal level.

Text 3

Significance of curiosity is represented by:

- Description of father's daily walk to school – father's routine 3 mile walk was transformed by his curious engagement with the natural landscape 'Along this path he noticed …'
- Use of listing draws attention to a key characteristic – the father's attention to detail. The accumulation of detail evokes the father's experiences along the river eg use of listing: 'mushroom and scat, wildbloom, /snail and iris…' and establishes the evocative beauty of the landscape
- Use of vivid imagery depicts his passion for the natural world, emphasises the father's focused attention and capacity for detail, colour, tiny objects eg metaphor 'trail of jittering blackflies'
- Sensory imagery in Stanza 2 – creates strong sense of the landscape and recreates the world that evoked the father's interest
- Simile – 'butterfly, blue as eyes' – depicts moment of epiphany where his curiosity shifted to a career in the natural sciences
- Juxtaposition of the beauty and abundance of nature with the impoverished background of the father 'at the end of his fraying sleeves'. This apparent barrier is not an impediment to the father's curiosity – possibly heightens his interest in the engagement in the natural world

- Series of references to scientific apparatus represents the father's life-long passion for the natural world and the significance of curiosity to his career, 'abstruse world/ of microscopes and numberings,/lapel pins, cars, and wanderings'
- Irony represents the possible negative consequences of curiosity – the father's interest in the natural word precipitated a move away from the much loved river environment.
- The speaker's retelling of her father's experiences – to seek understanding of his motivations and forces.

Text 4

Significance of curiosity is represented by:

- Personification employed to convey the emotional anticipation experienced when listening to the grandmother's stories – 'The air would shiver slightly each time she began.'
- Characterisation of the speaker – portrayed as child who actively seeks out the stories ('came to her for stories'), desire to hear the stories repeated, ('heard them again and again'). Desire to know more about her grandmother and therefore own identity gives momentum to her search
- Listing constructs the multiple avenues that need to be pursued in order to make the necessary discoveries 'shipping lists and parish records, deeds and wills lodged in three countries'. The breadth of possibilities both excites the narrator but imposes barriers on her enthusiasm to search out new information
- The stated tension between the motivation of the historian ('should discover what is true') and that of a granddaughter ('myself at the centre of the universe at the bottom of the world')
- Paradox between the desire to discover everything and the desire to leave the family history undisturbed ('I want to leave her and her stories be.')
- Tone of ambivalence in closing paragraphs. This captures the complexity of potentially competing motivations that underpin an act of discovery
- Imagery and symbolism of the uniquely Australian 'cloud formations above paddocks pale with tussocks, the shapes and shadows…' constructs the opaque, changeable nature of the knowledge she is satisfied to hold
- Certainty of closing sentence 'I want to leave her and her stories be.' Narrator rejects the potential for new knowledge that could be discovered as a consequence of curiosity.

Section II

Question 2

Criteria	Marks
• Composes skilfully an engaging piece of imaginative writing that uses ONE of the images provided as the central element • Skillfully explores the unexpected impact of discovery • Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	13–15
• Composes effectively an engaging piece of imaginative writing that uses ONE of the images provided as the central element • Effectively explores the unexpected impact of discovery • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	10–12
• Composes a piece of imaginative writing that uses ONE of the images provided as the central element • Explores the unexpected impact of discovery • 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 the unexpected impact of discovery • 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 perspective 'that the process of discovery involves uncovering what is hidden and reconsidering what is known' is represented in the prescribed text and one other related text • 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 perspective that 'the process of discovery involves uncovering what is hidden and reconsidering what is known' is represented in the prescribed text and one other related text • 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 perspective that 'the process of discovery involves uncovering what is hidden and reconsidering what is known' is represented in the prescribed text and one other related text • 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 proposition that 'the process of discovery involves uncovering what is hidden and reconsidering what is known' • 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

2015 HSC English (Standard) and (Advanced)
Paper 1 — Area of Study
Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Area of Study	H4, H5
1 (b)	2	Area of Study	H4, H6
1 (c)	3	Area of Study	H4, H6
1 (d)	3	Area of Study	H3, H4, H6
1 (e)	5	Area of Study	H1, H2, H3, H4

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