BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2016 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 the pleasure of discovery is revealed	2
• Attempts to explain how the pleasure of discovery is revealed	1

Sample answer:

The pleasure of discovery is revealed by the use of statements such as 'feels good', and 'never before have I been so conscious of the seasons', which emphasise the pleasure of walking. The author also uses positive words such as 'simple joy' and 'human pace', which adds to the idea he sees people and the world in a new way.

Answers could include:

- Reference to tone as he refers to comfort, watching people settling down to dinner
- Thoughtful descriptions of people adding to feelings of pleasure in meeting old friends
- Listing all the discoveries he makes.

Question 1 (b)

Criteria	Marks
• Explains effectively how contrast is used to highlight the child's discoveries in the museum	3
• Explains how contrast is used to highlight the child's discoveries in the museum	2
• Attempts to explain how contrast is used to highlight the child's discoveries in the museum	1

Sample answer:

The text begins with a series of contrasts between things that are big and small. The child's small stature is contrasted with the enormous size of the whale and of the skyscrapers where a feeling of being dizzy and being 'shoved' is mentioned. The child also contrasts the skeleton to the size of the whole animal, realising 'there's not much to it, really' but also that it would be possible to be 'crushed under the weight of those heavy bones'. When Eleanor comments 'It looks like your father's boat' the child discovers that 'the boat and the whale are the same'. The contrast of two things that seemed vastly different highlights the discovery that they really share the same structure. This leads to the more profound discovery that the universe is full of simple patterns.

Answers could include:

- Child's confusion of place and time contrasted to group's orderly activity. This leads the child's eyes upwards
- Size of bones vs number of bones
- Sitting vs standing, perspective from under the whale compared to perspective from the plane
- Contrast of silence to cacophony of the screaming cicadas
- Clarity of whale vs alien/unfamiliar/distorted nature of undersea world
- Contrast between imaginary and 'real' world of museum
- Contrast between child and adult perspective (child and Eleanor)
- Contrast between the child feeling pressed down by the ocean and rising to the surface into sunlight
- Contrast between skeleton of whale and boat.

Question 1 (c)

Criteria	Marks
• Analyses perceptively how imagery is used to convey the wonder of discovery, including well-chosen supporting evidence from the text	4
• Analyses how imagery is used to convey the wonder of discovery, including supporting evidence from the text	3
• Describes how imagery is used to convey the wonder of discovery, including supporting evidence from the text	2
• Demonstrates limited understanding of how imagery is used to convey the wonder of discovery	1

Sample answer:

Both the boy and the mother experience the wonder of discovery in this poem. For the child the wonder is expressed in his mother's observation as she sees him metaphorically, 'burning with a cool celestial fire', the wonder and magic emphasised by 'names like charms spin in his head', discovering the amazing immensity of space. Her own discovery concerns her wishes for her son as she thinks beyond the present to his future. The imagery characterises his mind as 'tactile as fingertips' and the nature of the knowledge he seeks as 'the sharp braille of the skies', encapsulating both the need for delicacy of inquiry and the sometimes difficult nature of knowledge itself.

Answers could include:

- Sense of vastness, immensity of universe created through sensory imagery, personification, hyperbole and metaphors
- Imagery of neanderthal referring perhaps to human insignificance or smallness in nature
- Warmth of room and coldness of interstellar space contrasted
- Symbolism of 'he puts me in focus', both literal and metaphorical
- The use of the names of the stars chanted like a magic spell
- The extended metaphor of the child swivelling to another constellation/seeing new possibilities in life …
- Tactile sensory images 'cool celestial fire'
- Auditory image/simile – 'they peal like bells in the cold air'.

Question 1 (d)

Criteria	Marks
• Compares skilfully the ways Text 4 and ONE other text reveal personal insights into discovery	5–6
• Compares the ways Text 4 and ONE other text reveal personal insights into discovery	3–4
• Demonstrates limited understanding of how the texts reveal personal insights into discovery	1–2

Section II

Question 2

Criteria	Marks
• Composes skilfully an engaging piece of imaginative writing that uses ONE of the images provided as a key location • Skilfully explores the relationship between place and individual 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 a key location • Effectively explores the relationship between place and individual 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 a key location • Explores the relationship between place and individual 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 relationship between place and individual 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 the extent to which the prescribed text and one other reveal both the emotional and intellectual responses provoked by the experience of discovering • 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 the extent to which the prescribed text and one other reveal both the emotional and intellectual responses provoked by the experience of discovering • 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 the extent to which the prescribed text and one other reveal both the emotional and intellectual responses provoked by the experience of discovering • 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 extent to which the prescribed text and one other reveal both the emotional and intellectual responses provoked by the experience of discovering • 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

2016 HSC English (Standard) and English (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)	3	Area of Study	H4, H6
1 (c)	4	Area of Study	H4, H6
1 (d)	6	Area of Study	H3, H4, H6

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