2017 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 poet conveys the delight of discovery	2
• Describes how the poet conveys the delight of discovery	1

Sample answer:

The delight of discovery is conveyed through the listing of images such as ‘eight years old’, ‘talking about mangoes’, ‘the squeeze of a cheek’, ‘dripping chins’. The effect of these images appeals to the senses, including taste. The lack of punctuation and the stream of ideas link to the memory of childhood and the delight of discovering a shared experience and doing something for the first time, ‘some have never had one’.

Question 1 (b)

Criteria	Marks
• Clearly explains how the text invites the reader on a journey of discovery	3
• Explains how the text invites the reader on a journey of discovery	2
• Demonstrates limited understanding of how the text invites the reader on a journey of discovery	1

Sample answer:

The text invites the reader on a journey of discovery through the contrast between darkness and the suggested sanctuary inside the bookshop, 'nooks and crannies', 'secluded niches'. In addition, the use of alliteration such as 'sea of stories' and the metaphor, 'an ongoing battle between dust and the printed word' to create a sense of being transported to another place. The nostalgic tone, 'exquisite delight', 'alchemy', 'falling in love', establishes a sense of the process of moving through the bookshop, evoking a journey of discovery for both the speaker and the reader.

Question 1 (c)

Criteria	Marks
• Provides a detailed analysis of how language conveys the role played by speculation in the writer's discoveries	4
• Analyses how language conveys the role played by speculation in the writer's discoveries	3
• Explains how the language conveys the role played by speculation in the writer's discoveries	2
• Demonstrates limited understanding of the writer's discoveries	1

Sample answer:

The passage foregrounds the notion of speculation through the use of a strong personal voice inviting the reader to consider future possibilities. The title of the extract 'Where? What? Where?' through its use of questioning instantly establishes the speculative tone of the piece.

The use of italics emphasises the writer's speculations about future possibilities for this place that 'would *still* have something special about it'. The switch to second person narration is a technique used by the writer to encourage the reader to speculate about how they would feel or what 'would not be wrong' to deduce about the place in a hundred (or even a thousand) years into the future. The writer's use of parentheses and asides also question whether the place could be viewed in other ways. The metaphor of travel as a form of time travel speculates about his own role in this place; 'much geographical travel is actually a form of time travel.'

Question 1 (d)

Criteria	Marks
• Justifies skilfully which TWO texts most successfully explore the idea that unexpected discoveries can be intensely meaningful • Supports response with judiciously selected textual detail	6
• Justifies which TWO text(s) most successfully explore the idea that unexpected discoveries can be intensely meaningful • Supports response with relevant textual detail	4–5
• Explains which text(s) most successfully explore the idea that unexpected discoveries can be intensely meaningful • Supports response with some textual detail	2–3
• Attempts to explain how text(s) explore the idea of discovery • May refer to the text(s)	1

Sample answer:

Texts 2 and 3 most successfully explore the idea that unexpected discoveries can be intensely meaningful for the individual. Text 2 invites the reader into another world, inviting a renewed love of books and creating the world of the second-hand bookshop. Text 3 also conveys the unexpected joy of stumbling upon a place that has a history, where the writer speculates on the future understanding of this place.

Text 2, through the everyday setting of a second-hand bookshop unexpectedly creates an image of the store as a sanctuary through the nostalgic tone evident in the description of the 'warmth' of the books and as 'torn, yellowed, forgotten, rediscovered', the tactile sensory imagery of 'placing the index finger at the top of the spine', 'leafing through it' and the contrast between the familiar and the unknown conveying the intensely meaningful experience of an unexpected discovery. The metaphoric representation of the bookseller as the 'lord and master' and 'shepherd of words' further reinforces the almost religious and intensely meaningful experience of reading books as a vehicle for discovery.

Text 3 establishes the intensely meaningful nature of unexpected discoveries through the use of a complex opening sentence conveying the tension and expectations that something significant had been discovered. The listing of possibilities for this place and how to reach it build an expectation for the reader. The vivid description of 'tall palms, swaying together' and the metaphor of the 'Mexican wave' through a 'stadium of trees' also create a sense of the profound effect this place had on the writer. The effect of this place encourages the writer to imagine or speculate about what it will be like 'A hundred years from now (or a thousand let's say …)'. This suggests that the place has an intensely meaningful effect.

Therefore, Text 2, through a recounted journey through a second-hand bookshop and Text 3's speculative insights about the possibilities of a place most successfully explore the idea that unexpected discoveries can be intensely meaningful.

Section II

Question 2

Criteria	Marks
• Composes skilfully an engaging piece of imaginative writing that uses ONE of the statements provided as the central idea • Skilfully explores the complex nature 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 statements provided as the central idea • Effectively explores the complex nature 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 statements provided as the central idea • Explores the complex nature 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 nature 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
• Explains skilfully the extent to which the statement, 'Whether motivated by need, wonder or curiosity, discovery has the power to be transformative' reflects the view of discovery 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
• Explains effectively the extent to which the statement, 'Whether motivated by need, wonder or curiosity, discovery has the power to be transformative' reflects the view of discovery 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
• Explains the extent to which the statement, 'Whether motivated by need, wonder or curiosity, discovery has the power to be transformative' reflects the view of discovery 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 extent to which the statement, 'Whether motivated by need, wonder or curiosity, discovery has the power to be transformative' reflects the view of discovery 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

2017 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