



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

Section I

Question 1 (a)

Criteria	Marks
• Describes how a sense of disconnection is created in the image	2
• Attempts to describe or describes in a limited way how a sense of disconnection is created in the image	1

Answers could include:

- The physical separation of the figure from the building enacts his feeling of disconnection.
- The grouping of the buildings juxtaposed with the isolation of the figure. The figure is foregrounded but small suggesting his feelings of dislocation.
- The windows and doors are closed preventing a literal and figurative entry to the city buildings.
- Contrast of black and white and colour highlights his separation from the cityscape.
- The distorted shapes of the buildings suggest/symbolise/construct a sense of discomfort and unfamiliarity.
- The comparative size of the buildings and the figure. His exaggerated size means he literally and metaphorically does not 'fit' in the landscape.
- The figure is on the outside looking in. He is a displaced observer of the scene.
- The written text states the figure feels 'smaller', 'more lost', 'alone' in the city. The disjointed layout represents his feelings of disconnection. The word 'alone' stands separated from the other text and highlights the figure's feelings.
- Despite the warm, inviting colours of the door and windows of the traditional house his sense of alienation is evident.
- Repeated use of blue hues may represent his state of mind – loneliness, depression, feeling 'blue'.
- The red at the bottom of the image – open to interpretation. The red may represent his desired path to the house and a sense of connection or the potential 'pull' of living in the house.

Question 1 (b)

Criteria	Marks
• Explains why the photograph is important to the speaker and his sense of identity	2
• Attempts to explain or explains in a limited way why the photograph is important to the speaker and his sense of identity	1

Answers could include:

- The photograph provides a familiar connection to ancestors
- The photograph provides a sense of physical connection through physical similarity
- The photograph is a concrete link to the past, evidence of continuity of the family
- The ‘Blood Link’ is clear in the photograph
- Tangible link to his past
- The photograph evokes questions about his ancestor, which are questions he asks of himself
- The photograph represents the distortions of times past and highlights the gaps in his knowledge/sense of self/identity
- It is an inadequate piece of evidence about his family

Question 1 (c)

Criteria	Marks
• Explains effectively how the writer’s memories of childhood reveal the challenges of family life	3
• Explains the ways the writer’s memories of childhood reveal the challenges of family life	2
• Describes aspects of the text	1

Answers could include:

The challenges of family are revealed by the:

- Description of the ‘vexed’ nature of her relationship with her brothers. She is surprised to have denied their existence for many years and is not able to say with certainty why. The repeated use of questions highlights her confusion.
- Writer’s experiences in her family placed her as the carer but her brothers were physically stronger and made it difficult for her to meet her responsibilities as the eldest sibling.
- Juxtaposition of her brother’s physical attacks with her preparation of food and care for them when ill.
- Use of the ‘Fable of the Ravens’ to explain/symbolise the timeless nature of this complex sibling relationship.
- Contrast between the conflict filled days of childhood and the peaceful happy holidays they enjoyed as children and later as adults.
- Harmony of their adult lives – ‘I no longer bite them’ and ‘off to stay on my eldest brother’s station to see the wild flowers’ reveals the extent of the changes that have happened to the siblings’ relationship.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none">Explains effectively how the author creates a strong sense of inclusion and exclusion with aptly chosen textual references	3
<ul style="list-style-type: none">Explains how the author creates a strong sense of inclusion and/or exclusion with some textual references	2
<ul style="list-style-type: none">Describes aspects of the text	1

Answers could include:

The author creates a sense of inclusion and exclusion through:

- Identifying the Sand People as a distinctive group who look and behave differently to the speaker who has moved from Melbourne. Descriptive language and imagery is employed to describe their distinctive appearance – ‘red eyes, raw noses...’; ‘as eroded as the cliffs’, ‘ chests and backs like leopards...’ etc. This constructs a sense of their identity as a group – sense of inclusion.
- Author creates a catalogue of features of the Sand People in order to emphasise the contrast between himself and them. ‘From my sandalled perspective’ highlights his status as an excluded observer.
- The motif/metaphor/symbol of footwear – or lack of it – is invoked to represent his sense of exclusion. The teacher’s comments reinforce this feeling of difference. ‘Does your mother think her little darling will get a cold in the tootsies?’.
- The author’s mother’s sense of superiority and cultural snobbishness exacerbates his exclusion. He does not understand their view or their world. ‘They seemed so proud of their views but all I could see were straight lines of sand, water and sky...’
- The group identity of the Sand People is emphasised by the focus on their similarities – ‘around their edges ... they were pink and fraying’; ‘from a distance most of the adults seemed stained a smooth reddish brown’. Repeated use of collective pronouns ‘they’, ‘their’ ‘them’ and plurals ‘boys’, ‘adults’ etc emphasises the cohesive nature of the Sand People and their sense of group identity

Question 1 (e)

Criteria	Marks
• Analyses skilfully how two of the texts portray the complex emotions resulting from a desire for connection	5
• Analyses explains how two of the texts portray the complex emotions resulting from a desire for connection	3–4
• Demonstrates limited understanding of how texts portray the desire for connection	1–2

Answers could include:

Texts portray the complex emotions created by the desire for connection by:

- Highlighting the connection between an individual and their environment/groups of people/family and the complex nature of their interaction.
- Reflecting societal expectations of belonging as the norm and how this may affect individuals and their experiences of connection and bring about challenges/obstacles/frustration.
- Inviting us to consider how the need for connection may shift/change in extent and nature.
- Showing how individuals may experience conflicting emotions/ambivalence.
- Representing the need for connection in distinctive ways: through the combination of visual and written text, through poetry, through first-person narrative reflection, and through the first person recounting of childhood experiences.
- Each text can be considered on a literal level and also in terms of its treatment of archetypal and/or metaphorical dimensions of the tensions created by the need to belong.
- Text 1: use of colour/black and white; shapes and styles of images; written text; juxtaposition... etc
- Text 2: personal reflection, visual link between observer and photograph, the nature of memory as an unreliable link between past and present...
- Text 3: contrast of past and present/conflict and peace/ accepted and isolated; rhetorical questions; anecdote; fable...
- Text 4: descriptive and sensory language; imagery; contrast: Sand People/others; construct of the outsider; juxtaposition; exaggeration.

Section II — Writing Task

Question 2

Criteria	Marks
<ul style="list-style-type: none">Composes skilfully an engaging piece of imaginative writing that uses ONE of the items provided as the central elementSkilfully explores an individual's decision to embrace or reject a connection with othersDemonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form	13–15
<ul style="list-style-type: none">Composes effectively an engaging piece of imaginative writing that uses ONE of the items provided as the central elementEffectively explores an individual's decision to embrace or reject a connection with othersDemonstrates effective control of language and structure appropriate to audience, purpose, context and selected form	10–12
<ul style="list-style-type: none">Composes a piece of imaginative writing that uses ONE of the items provided as the central elementExplores an individual's decision to embrace or reject a connection with othersDemonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form	7–9
<ul style="list-style-type: none">Attempts to compose a piece of writingAttempts to explore an experience of connectionDemonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form	4–6
<ul style="list-style-type: none">Attempts to compose a responseDemonstrates elementary control of language	1–3

Section III

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Explores skilfully how accurately the statement – <i>An individual’s sense of belonging is determined not only by their own choices but also by the attitudes of others</i> – reflects the ideas represented in the prescribed text and ONE other related text • Presents a skilful response with well-chosen detailed textual references from the prescribed text and at least one other related text • Composes a well-integrated response using language appropriate to audience, purpose and context 	13–15
<ul style="list-style-type: none"> • Explores effectively how accurately the statement – <i>An individual’s sense of belonging is determined not only by their own choices but also by the attitudes of others</i> – reflects the ideas represented in the prescribed text and ONE other related text • Presents an effective response with aptly chosen textual references from the prescribed text and at least one other related text • Composes an effective response using language appropriate to audience, purpose and context 	10–12
<ul style="list-style-type: none"> • Explores how accurately the statement – <i>An individual’s sense of belonging is determined not only by their own choices but also by the attitudes of others</i> – reflects the ideas represented in the prescribed text and ONE other related text • Presents a response using appropriate textual references from the prescribed text and at least one other related text • Composes an adequate response using language appropriate to audience, purpose and context 	7–9
<ul style="list-style-type: none"> • Demonstrates a limited understanding of perceptions of belonging • Describes aspects of the text/s • Attempts to compose a response with limited appropriateness to audience, purpose and context 	4–6
<ul style="list-style-type: none"> • Refers to text/s in an elementary way • Attempts to compose a response 	1–3

English (Standard) and (Advanced) Paper 1

2013 HSC Examination 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