



## 2013 HSC English (ESL) Paper 1 Marking Guidelines

### Section I

#### Question 1 (a)

Criteria	Marks
• Explains the purpose of the images	2
• Identifies the purpose of the images	1

#### *Sample answer:*

The purpose is to convey the various types of connections that can be made through the symbolism of the hands. This ranges from the attempt to make a connection with the hands almost touching to the various handshakes which represent degrees of intimacy, from a handshake to an expression of solidarity or brotherhood.

#### *Answers could include:*

- Represent and reinforce connections
- Context and relationships can influence behaviour
- Give a visual representation of the heading, 'dare to connect.'
- Handshakes represent the different possibilities as a result of connecting

**Question 1 (b)**

Criteria	Marks
• Effectively explains how the written text encourages the audience to make a connection	3
• Explains how the written text encourages the audience to make a connection	2
• Identifies a technique/s used with limited or no connection to the question	1

***Sample answer:***

The written text encourages the audience to make a connection through the imperative verbs, 'dare; seek; accept; believe' which directs the audience to take the risk and act on the challenge. Repetition of 'seek help' reinforces the importance of gaining support when making and maintaining connections.

***Answers could include:***

- The words/phrases in smaller font are part of a process and guide the audience to take action
- Alliteration in 'bounce back' makes it memorable and resonates with the audience
- Choice of phrases infers that commitment and participation are needed to make meaningful connections
- 'believe in yourself' involves the audience in the importance of making connections
- The shade contrast serves as the punctuation and the truncated sentences are easily understood
- Lack of punctuation suggests that it is a circular process which repeats like a mantra
- Emphatic tone created through language choice

**Question 1 (c)**

Criteria	Marks
• Clearly explains why the title is appropriate	1

***Sample answers:***

'Culture' is appropriate as the article is about overseas adoption and accepting others' cultures; and 'club' implies a group with similar interests which one desires to belong to.

### Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> <li>Effectively explains how the article explores different perspectives on belonging, with detailed, well chosen textual references</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how the article explores different perspectives on belonging, with appropriate textual references</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies how the article explores some ideas about belonging, with limited reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies a perspective on belonging from the article</li> </ul>	1

#### *Sample answer:*

In the article, Dianne Dart uses emotive language to emphasise her beliefs that a sense of belonging is nurtured through love, ‘If you love your child, you love their culture, their country...’ However, the composer and experts such as Lucy Burns use high modality and objective language eg ‘It’s crucial...’ to emphasise the need for balance between the maintenance of culture and the security provided by family in order to gain an authentic sense of belonging.

#### *Answers could include:*

- Consideration of the structure of the text which starts with a positive tone eg ‘touching tribute’ and concludes with a cautionary note
- Contrast between language choices – Dianne Dart and Player’s use of first person pronouns ‘we, I, our’ convey a strong sense of belonging is juxtaposed against Burns’s use of objective third person ‘they, the child’ to reinforce their different perspectives
- Figurative language – ‘now also adopt a culture’
- Repetition creates a sense of continuity and significance: ‘love’ by Dianne Dart and Burns’s ‘shared’
- Choice of vocabulary with negative connotations – ‘at the expense of helping a vulnerable child’
- Inclusion of foreign vocabulary – ‘Wo ai ni’ conveys positive connotation about her choice

### Question 1 (e)

Criteria	Marks
• Clearly explains his connection, making inferences from the whole text	2
• Explains the connection in a literal way OR describes the qualities of the grass	1

#### *Sample answer:*

Drewe felt admiration for the grass which is sturdy and tough. He relates to the independence and strength of the grass which is ‘seeking new territory’ with optimism.

#### *Answers could include:*

- It has qualities that he needs in his transition to Western Australia
- It has resilience, ‘sprang back’
- It has the capacity to physically awaken him
- Grass is supportive and provides a sense of security, ‘held me up; mattress’
- The grass has an ‘individual character’
- Mirrors/embodies the qualities he longs for

### Question 1 (f)

Criteria	Marks
• Clearly explains the statement, making inferences from the whole text	2
• Explains the statement in a limited or literal way	1

#### *Sample answer:*

His comment reveals his developing awareness of how time and place can influence belonging. The aside ‘at that moment at least’ implies that this may be temporary and that a sense of belonging can change over time.

#### *Answers could include:*

- First time he felt a conscious sense of belonging to this place
- Powerful revelation for the persona due to its unexpectedness and the simplicity of the moment
- It is an acknowledgement that belonging is physical, emotional and spiritual
- A sense of belonging can transform your mood and outlook temporarily
- Belonging can engender change
- This comment clearly encapsulates the central idea of the narrative

### Question 1 (g)

Criteria	Marks
<ul style="list-style-type: none"> <li>Effectively explains how a sense of place is created in the text</li> <li>Clearly supports these ideas with detailed analysis of language techniques</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how a sense of place is created in the text</li> <li>Clearly supports these ideas with analysis of language techniques</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies how a sense of place is created in the text</li> <li>Identifies language techniques used though limited analysis of the way used</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies a general idea about place</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies ONE language technique used</li> </ul>	1

#### *Sample answer:*

A sense of place is created in the text through the composer's use of figurative language and reflective voice. The persona uses his personal experience to create a recollection through the extended metaphor of the grass. The accumulation of the sensory imagery in 'the sky's clarity, the self satisfied ruckus of the magpies, the aroma of the Sunday roast...' effectively recreates the atmosphere of the place for the reader.

#### *Answers could include:*

- Personification of the grass
- Language related to geographical location and time
- Descriptive language
- Economy of diction
- Imagery
- Colloquial language
- Personal pronouns to define his relationship with place
- Changing tone

**Question 1 (h)**

Criteria	Marks
<ul style="list-style-type: none"><li>Composes skilfully the beginning of a piece of writing that relates to 'It began with a connection'</li><li>Makes insightful connections with the ideas in at least ONE of the texts</li></ul>	7
<ul style="list-style-type: none"><li>Composes effectively the beginning of a piece of writing that relates to 'It began with a connection'</li><li>Makes effective connections with the ideas in at least ONE of the texts</li></ul>	5–6
<ul style="list-style-type: none"><li>Composes the beginning of a piece of writing that relates to 'It began with a connection'</li><li>Makes sound connections with the ideas in at least ONE of the texts</li></ul>	3–4
<ul style="list-style-type: none"><li>Attempts to compose the beginning of a piece of writing that relates to 'It began with a connection'</li><li>Makes a limited connection with the ideas in at least ONE of the texts</li></ul>	1–2

## Section II

### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>Composes a highly effective response which fully addresses the question and demonstrates insightful understanding of ideas about belonging</li> <li>Demonstrates comprehensive knowledge of the texts and highly developed skills in interpretation of texts</li> <li>Shows insightful understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms and structures skilfully and demonstrates highly effective synthesis of ideas and information</li> <li>Uses language features skilfully and demonstrates sustained control of expression</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Composes an effective response which addresses the question and demonstrates perceptive understanding of ideas about belonging</li> <li>Demonstrates detailed knowledge of the texts and well-developed skills in interpretation of texts</li> <li>Shows well-developed understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms and structures appropriately and demonstrates effective synthesis of ideas</li> <li>Uses language features appropriately and demonstrates effective control of expression</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Composes a satisfactory response which partially addresses the question and demonstrates some understanding of ideas about belonging</li> <li>Demonstrates sound knowledge of the texts and satisfactory skills in interpretation of texts</li> <li>Shows clear understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms and structures satisfactorily to communicate ideas and information</li> <li>Uses language features satisfactorily and demonstrates some control of expression</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Composes a response which attempts to address the question and demonstrates a general understanding of belonging</li> <li>Demonstrates some knowledge of the texts and some skills in interpretation of texts</li> <li>Shows generalised understanding of the ways in which ideas are communicated through texts</li> <li>Attempts to use language forms, features and structures to communicate ideas and information</li> <li>Demonstrates variable control of expression</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Composes an undeveloped response and demonstrates an elementary understanding of belonging</li> <li>Demonstrates minimal knowledge of the texts and minimal skills in interpretation of texts</li> <li>Shows elementary understanding of the ways in which ideas are</li> </ul>	1–4

Criteria	Marks
communicated through texts <ul style="list-style-type: none"><li>• Displays limited use of language forms, features and structures to communicate ideas and information</li><li>• Demonstrates minimal control of expression</li></ul>	



# English (ESL) Paper 1

## 2013 HSC Examination Mapping Grid

### Paper 1, Section I

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Language Study within an Area of Study	H1, H4, H5
1 (b)	3	Language Study within an Area of Study	H5, H6
1 (c)	1	Language Study within an Area of Study	H1, H2, H4, H5
1 (d)	4	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11
1 (e)	2	Language Study within an Area of Study	H1, H4
1 (f)	2	Language Study within an Area of Study	H1, H4, H5, H6, H8
1 (g)	4	Language Study within an Area of Study	H1, H2, H4, H5, H6, H11
1 (h)	7	Language Study within an Area of Study	H4, H5, H9, H11, H12, H13

### Paper 1, Section II

Question	Marks	Content	Syllabus outcomes
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H8, H9, H11