

2014 HSC English (ESL) Paper 1 Marking Guidelines

Section I

Question 1 (a)

Criteria	Marks
• Identifies benefits of joining the organisation	2
• Identifies a benefit of joining the organisation	1

Sample answer:

The benefits are that students can become a member of the world wide community and share knowledge, ideas and experiences.

Answers could include:

- You can learn from others
- You can become connected to other educational communities from across the world
- You can become a global citizen
- You no longer feel isolated

Question 1 (b)

Criteria	Marks
• Effectively explains how the image/s is used to support the ideas in the written text	4
• Explains how the image/s is used to support the ideas in the written text	3
• Describes how the image/s is used with limited reference to the written text	2
• Identifies an idea in the image/s or written text	1

Sample answer:

The image includes a graphic of many hands connected around the globe, with Australia as the salient point. This is used to support the ideas in the written text that even though Australia is ‘an island’ it is not alone in education. Like the hands, people can join their minds through the ‘world wide classroom’.

Answers could include:

- The text talks about a circle of learning that connects people and communities eg image of circular connection of joined arms
- The idea of making a global connection is conveyed through the image of a globe surrounded by hands which are linked
- The two hands clasped in the logo symbolises mankind coming together, which reflects the quote ‘born to unite’ and ‘connects learners’
- The vectors of the hands come from different directions, creating the idea of shared ‘knowledge, ideas and experiences’

Question 1 (c)

Criteria	Marks
• Explains the concern(s) of the composer	2
• Identifies the concern of the composer	1

Sample answer:

The composer is worried that people are more concerned with personal achievements such as climbing mountains and ‘walking on the moon’ and therefore the welfare of the earth and its people is neglected.

Answers could include:

- The neglect of the environment
- The composer is concerned about people not caring for each other or the planet
- Our priorities are wrong
- We’re using our resources for things that are less important eg children are hungry while we are worried about going to the moon
- More concerned about our intelligence than our humanity
- The planet is dying and we are not doing anything about it
- We are running out of time to save the planet/fix this situation
- He is worried about the ‘hole in the sky’
- He is judging his own self-worth

Question 1 (d)

Criteria	Marks
• Effectively explains the ways ideas about belonging are conveyed in the song	4
• Explains the ways ideas about belonging are conveyed in the song	3
• Describes the way(s) belonging is conveyed in the song AND/OR	2
• Describes the way(s) idea(s) about belonging are conveyed in the song	
• Identifies technique(s) used with limited or no connection to the question	1

Sample answer:

One idea in the song is that individuals belong to mankind. This is conveyed through the metaphor, 'we are a billion children rolled into one' which emphasises that we are all connected. Another idea is an individual's personal connection with the earth through the use of emotive language, 'the world I love is dying'. This shows the strength of the relationship between the individual and their environment.

Answers could include:

- Belonging to each other /mankind
 - repetition of pronouns 'we', 'we'll'
 - repetition of the word 'friends'. The word 'friend' has positive connotations about relationships
- Mankind belonging to the Earth
 - metaphor, 'we are a rock revolving around a golden sun'
 - listing of human achievements contrasted with the neglect of the environment using the word 'but'
 - listing of human achievements contrasted with inhumanity using the rhetorical question, 'why should one baby feel so hungry she cries'
- An individual connection to mankind and the earth
 - imagery/ word choice, 'saltwater wells in my eyes'
 - rhetorical question, 'what will I think of me / the day that I die'
 - first person pronouns, 'my', 'I'

Question 1 (e)

Criteria	Marks
• Effectively explains the writer's view of Uncle Musso	3
• Explains the writer's view of Uncle Musso	2
• Identifies a view with limited explanation	1

Sample answer:

The writer's view is one of admiration and respect conveyed through her observations. She describes him in a positive way, 'the sharp wisdom and deep humanity that lies beneath his humility'.

Answers could include:

View	Explanation
Admiration Respect Awe Positive Appreciation	<ul style="list-style-type: none"> • His connection to the land, 'harmony with the elements' • His wisdom and humility, 'sharp wisdom and deep humanity that lies beneath his humility' • His cultural knowledge • Cultural leader, eg telling stories • He is a provider, eg catching crabs for his people • His leadership qualities, eg he commands the hunting boats and distributes food • They share his food, laugh, talk and enjoy each other's company

Question 1 (f)

Criteria	Marks
<ul style="list-style-type: none"> Effectively analyses how the writer's sense of belonging develops over time Clearly supports these ideas with detailed textual reference 	4
<ul style="list-style-type: none"> Analyses how the writer's sense of belonging develops over time Clearly supports these ideas with textual reference 	3
<ul style="list-style-type: none"> Describes how the writer's sense of belonging develops over time Supports these ideas with some textual reference 	2
<ul style="list-style-type: none"> Identifies a general idea about belonging OR <ul style="list-style-type: none"> Identifies ONE language technique used 	1

Sample answer:

The writer describes how 27 years ago she first visited her husband's community. She sees the beauty in the lifestyle but does not feel a part of it. With repeated visits she develops a connection. This is conveyed through the metaphor, 'it began to emerge in layers, a little more each time we went back'. The extract concludes with personification, 'it would take time for me to feel the arms of inclusion'.

Answers could include:

- As a result of experiencing and observing the Aboriginal world the composer's sense of belonging develops. Emotive language, 'impression seared into the heart and mind of a white girl from down south ...'
- She gradually develops a sense of belonging to her husband's family, his uncle Musso, the children and their way of life. Conveyed through descriptive language, 'life lived in harmony with the elements', the 'family and humanity radiated a warmth that seemed to rise from the baked land itself.'
- Connotation of the word 'layers' reflects the development of her connection
- The shift from an observer to a participant
- The comparison between her husband and herself, 'of course natural to John ... but to me it was a gradual revelation'
- Accumulation of memories and experiences over the years, metaphor – 'with every trip back over the years, as my own life story became entwined with theirs'

Question 1 (g)

Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective text demonstrating well-developed ability to communicate ideas about how relationships affect belonging• Makes insightful connections between their own experience and the ideas in ONE of these texts• Sustains register and form	5–6
<ul style="list-style-type: none">• Composes an effective text demonstrating satisfactory ability to communicate ideas about how relationships affect belonging• Makes sound connections between their own experience and ideas in ONE of these texts• Generally sustains register and form	3–4
<ul style="list-style-type: none">• Attempts to compose a text that communicates ideas about how relationships affect belonging• Makes simple connections between their own experience and the ideas in ONE of these texts• Demonstrates variable control of register and form	1–2

Section II

Question 2

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

Criteria	Marks
<ul style="list-style-type: none">• Shows elementary understanding of the ways in which ideas are communicated through texts• Displays limited use of language forms, features and structures to communicate ideas and information• Demonstrates minimal control of expression	

English (ESL) Paper 1

2014 HSC Examination Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Language Study within an Area of Study	H1, H4
1 (b)	4	Language Study within an Area of Study	H1, H2, H4, H6, H7, H11
1 (c)	2	Language Study within an Area of Study	H1, H3, H4
1 (d)	4	Language Study within an Area of Study	H1, H2, H3, H4, H6, H11
1 (e)	3	Language Study within an Area of Study	H1, H3, H4, H6, H7
1 (f)	4	Language Study within an Area of Study	H1, H2, H3, H4, H6, H11
1 (g)	6	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H8, H9, H11, H12, H13, H14

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