

2015 HSC English (ESL) Paper 1 Marking Guidelines

Section I

Question 1 (a)

Criteria	Marks
• Provides a description of the negative discoveries	2
• Identifies one idea about a negative discovery	1

Sample answer:

Turner has discovered that many of the areas he used to ride in now have contaminated water and smell bad. He also discovers that people are short-sighted as they sacrifice the environment for a strong economy.

Answers could include:

- Others fail to make discoveries as they isolate themselves from nature in their cars
- Our way of life is unsustainable

Question 1 (b)

Criteria	Marks
• Effectively explains the ways language is used to convey positive feelings about his discoveries	4
• Explains the ways language is used to convey positive feelings about his discoveries	3
• Describes the way(s) language is used to convey positive feelings about his discoveries	2
• Identifies techniques used with limited or no connection to the question	1

Sample answer:

Turner uses metaphor and descriptive language to convey the discovery that cycling gives him an independence and level of self-sufficiency that non-cyclists do not experience. The metaphor ‘there's a special pleasure ... muscle and bone’ emphasises the positive feeling he gets when riding. In addition, the descriptive language ‘a sense of liberation, even exultation; an earned freedom’ provides a positive connection to the unique experience of cyclists.

Answers could include:

- Change in tense ‘the weather’s changing’
- Accumulation of detail ‘work, skill, persistence’
- Sensory detail ‘the sights and sounds and smells’
- Positive tone ‘amaze, delight’
- Rhetorical question ‘Because?’

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Effectively explains ideas about discovery represented in the text AND <ul style="list-style-type: none"> Clearly supports these ideas with detailed analysis of techniques 	4
<ul style="list-style-type: none"> Explains ideas about discovery represented in the text AND <ul style="list-style-type: none"> Supports these ideas with analysis of techniques 	3
<ul style="list-style-type: none"> Identifies an idea about discovery represented in the text AND/OR <ul style="list-style-type: none"> Identifies techniques used, through limited analysis 	2
<ul style="list-style-type: none"> Identifies a general idea about discovery OR <ul style="list-style-type: none"> Identifies one technique used 	1

Sample answer:

In the cartoon the written text and images work together to demonstrate that discoveries can be unexpected. The words ‘explore Martian interior’ complement the image of the spaceship above drilling into the interior of the planet and discovering a family. Humorous images with aliens dressed as stereotypical humans represent the idea that these life forms are the same as humans. The image of the apple core computer and wine bottles is ironic because they didn’t expect to discover intelligent life and this challenges the view that humans are the only intelligent life form.

Answers could include:

The cartoon conveys the idea that discoveries can be:

- Physical
- Confronting
- Sparked by curiosity
- Meaningful
- Transformative
- Part of developing new understandings of others and the world
- Challenging to assumptions/perceptions
- Intrusive
- Planned.

This is represented in the following ways:

- Sequenced frames – salient image of the female indicates the similarities between Martian and human daily life
- Salient images – spaceship drilling depicts a physical discovery
- Visual irony – created through human like images and behaviour (clench fist, frown and bulging eyes)
- Humour – Martian depicted in human clothing and human situations
- Satire – apple computer suggests invasiveness of technology
- Facial expression and gesture – represent the negative aspects of discovery
- Irony of ‘insight’.

Question 1 (d)

Criteria	Marks
• Effectively compares the differences between narrator and living wonders	2
• Compares the differences between narrator and living wonders	1

Sample answer:

The narrator describes herself as ‘nothing special’ and makes a list of her ordinary features. This is juxtaposed with a list of strange people who can do extraordinary things such as ‘eat fire and flip upside down’.

Answers could include:

- Simple individual is contrasted with the strange
- The plain person is contrasted with the unique
- She contrasts her physical appearance with the performance and ability of others

Question 1 (e)

Criteria	Marks
• Effectively explains the view of Mr Morris conveyed in the text	3
• Explains the view of Mr Morris conveyed in the text	2
• Identifies a view of Mr Morris with limited explanation	1

Sample answer:

Alice Hoffman conveys the view that he does not conform to his title of Wolfman. He is well groomed, 'pleated trousers, woollen overcoat ... hair parted neatly down his face' and intellectual, 'his library surpassed those of many colleges.' Furthermore, the description of him as a 'living wonder' and 'coming from a good family' enhances a positive view.

Answers could include:

- Behaviour 'greatest joy was reading'; 'his library surpassed those of many colleges' which enlightened and inspired him to discover the world
- Perception created through the relationship between the narrator and Mr Morris 'Mr Morris once confided in me ...'
- Mr Morris's courage to experience the outside world and escape the life his family created to 'protect' him is positive
- Composer uses first person narration to convey this through the description of his eyes as 'luminous' which has positive connotations of insight and light.

Question 1 (f)

Criteria	Marks
• Effectively explains how language is used to contrast ideas about expectations and discovery	4
• Explains how language is used to contrast ideas about expectations and discovery	3
• Describes differences between expectations and discoveries with some reference to language techniques	2
• Describes ideas about discovery and/or expectations	1

Sample answer:

Mr Morris's optimistic expectation that he will be accepted and free in New York is conveyed through the accumulation of language with positive connotations, 'abundant with energy and life, great avenues, rivers pulsing with commerce'. However, the reality he discovered was opposite to this. This contrast is conveyed through the visual imagery in the phrases 'beaten nearly senseless' and 'cuffed and chained'.

Answers could include:

- The 'rule of three' principle 'limitless sea, golden prairie, pleasures of love' juxtaposed with the reality 'huddled in the cell, blood streaking his hair'
- Use of high modality – 'certain it was only in the city of NY... that he would be accepted' in contrast to 'his abusers... were convinced that he was a monster.'
- Repetition of 'would' – would be accepted; would make his way along...; would walk among the shipbuilders – is contrasted with 'instead'
- Contrast between 'exist as any other man' and 'cheered on by those who were convinced he was a monster'.

Question 1 (g)

Criteria	Marks
• Composes effective diary entry demonstrating well-developed ability to communicate a response to an unexpected rediscovery • Sustains register and form	5–6
• Composes a satisfactory text demonstrating sound ability to communicate a response to an unexpected rediscovery • Generally sustains register and form	3–4
• Attempts to compose a text that communicates ideas about discovery • 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 discovery • 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 discovery • 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 discovery • 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 discovery • 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 discovery • Demonstrates minimal knowledge of the texts and minimal skills in interpretation of texts • 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 	1–4

2015 HSC English (ESL) Paper 1

Mapping Grid

Paper 1, 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, H3, H4, H6, H11
1 (c)	4	Language Study within an Area of Study	H1, H2, H4, H6, H7, H11
1 (d)	2	Language Study within an Area of Study	H1, H4
1 (e)	3	Language Study within an Area of Study	H1, H2, H3, H4, H6, H11
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

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