

2010 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

Section I

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> Describes how the image depicts the idea of belonging or not belonging to a family 	2
<ul style="list-style-type: none"> Attempts to describe how the image depicts the idea of belonging or not belonging to a family 	1

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> Explains the speaker's relationship with his brother 	2
<ul style="list-style-type: none"> Attempts to explain or explains in a limited way the speaker's relationship with his brother 	1

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Discusses with aptly chosen textual references how this text portrays friendship as an alternative source of belonging 	3
<ul style="list-style-type: none"> Explains with some textual references how this text portrays friendship as an alternative source of belonging 	2
<ul style="list-style-type: none"> Describes aspects of friendship/family/belonging/not belonging 	1

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Explores effectively with aptly chosen textual references the speaker's attitude to the family photo album as a record of belonging 	3
<ul style="list-style-type: none"> Explores with some textual references the speaker's attitude to the family photo album as a record of belonging 	2
<ul style="list-style-type: none"> Describes with limited textual references, the speaker's attitude or general aspects of family/belonging as depicted in the poem 	1

Question 1 (e)

Criteria	Marks
<ul style="list-style-type: none"> Analyses effectively ways in which the distinctive perspectives of family and belonging are conveyed in at least two texts 	5
<ul style="list-style-type: none"> Analyses adequately ways in which the distinctive perspectives of family and belonging are conveyed in at least two texts 	3–4
<ul style="list-style-type: none"> Demonstrates limited understanding of perspectives of family and belonging and/or limited understanding of how perspectives are conveyed 	1–2

Section II — Writing Task

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Composes skilfully an engaging piece of imaginative writing using one of the quotations as the opening Skilfully explores the challenges of belonging and not belonging Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form 	13–15
<ul style="list-style-type: none"> Composes effectively a piece of imaginative writing using one of the quotations as the opening Effectively explores the challenges of belonging and not belonging Demonstrates 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 using one of the quotations as the opening Explores the challenges of belonging and not belonging Demonstrates 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 writing Attempts to explore a sense of belonging/not belonging Demonstrates 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 response Demonstrates elementary control of language 	1–3

Section III

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Discusses skilfully the view presented in the statement Presents a skilful response with well-chosen detailed textual references from the prescribed text and related text Composes a well-integrated response using language appropriate to audience, purpose and context 	13–15
<ul style="list-style-type: none"> Discusses effectively the view presented in the statement Presents an effective response with aptly chosen textual references from the prescribed text and related text Composes an effective response using language appropriate to audience, purpose and context 	10–12
<ul style="list-style-type: none"> Discusses soundly the view presented in the statement Presents a response using appropriate textual references from the prescribed text and 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 the view presented in the statement Describes aspects of the texts 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

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1 (a)	2	Area of Study	H4, H5
1 (b)	2	Area of Study	H4, H6
1 (c)	3	Area of Study	H1, H2, H3, H4, H5, H6
1 (d)	3	Area of Study	H3, H4, H6
1 (e)	5	Area of Study	H2, H3, H4, H6
Section II			
2	15	Area of Study	H1, H8, H10, H11
Section III			
3	15	Area of Study	H1, H2, H3, H4, H6, H10, H12