

2019 HSC English Studies Marking Guidelines

Section I — Texts and Human Experiences

Question 1 (a)

Criteria	Marks
• Describes what makes 'Scotty' an interesting individual	2
• Attempts to describe 'Scotty' as an individual	1

Sample answer:

Scotty is an interesting individual because of the variety of his experiences such as the six weeks he was in a coma, that he helped set up a nature reserve and that we don't expect him to like poetry.

Question 1 (b)

Criteria	Marks
• Describes how the image is connected to the text	2
• Attempts to describe how the image is connected to the text	1

Sample answer:

Scotty is the subject of the feature article and there is an image of him provided to the reader. This is made clear by connecting the image of his feet to when he says, 'I've been known as the Barefoot Poet since I stopped wearing shoes.'

Question 2 (a)

Criteria	Marks
• Explains why the title is appropriate for the text	2
• Makes a relevant point about the title	1

Sample answer:

'Reaching Out: messages of hope' is an appropriate title because Kennedy details the way in which her friend Pon reached out to her with 'Come back soon, and bring all your friends'. The messages of hope are clear in this text with lines such as 'anything is possible' and 'we're going to change the world'.

Question 2 (b)

Criteria	Marks
• Explains effectively how the writer shows the value of sharing experiences	3
• Describes how the writer shows the value of sharing experiences	2
• Provides some relevant information	1

Sample answer:

The writer explains the value of sharing experiences through the childhood references to highlight the lasting value of these experiences. Kennedy references games she and Pon played that helped develop their friendship such as 'I spy' and 'Scissors, Paper, Rock'. The playful tone created through 'working out cheating strategies' highlights the value of their shared experience.

Question 3

Criteria	Marks
• Justifies effectively which text depicts the most inspiring experience	4
• Justifies which text depicts the most inspiring experience	3
• Describes an inspiring experience in a text/s	2
• Makes a relevant point about a text	1

Sample answer:

In my opinion, the feature article extract depicts a more inspiring experience because of what Scotty has gone through in his life and his love of poetry. When Scotty says 'I've been known as the Barefoot Poet since I stopped wearing shoes at least 10 years ago' it is an inspiring experience because it shows that Scotty is unique and follows his own rules. The fact that he has 'always loved poetry' is uplifting as we can see how poems have inspired him, especially when he says 'I like Banjo Paterson and Henry Lawson'. These are two well-known bush poets who have influenced his life experiences.

Question 4

Criteria	Marks
• Explains effectively how the visual text represents diverse experiences	3
• Explains how the visual text represents diverse experiences	2
• Provides some relevant information about the text	1

Sample answer:

Positive experiences such as the dancing are highlighted by the brightness of the red clothing and the physical closeness of the couple. In contrast, the frame below represents a different emotional response to the same activity. This is evident in the angry expressions and the action of banging the broomstick on their ceiling, which creates a visual vector line that emphasises the different experiences happening in the same place.

Question 5

Criteria	Marks
• Explains effectively how the poet invites the reader to share in the experiences represented in the poem using detailed well-chosen supporting evidence	4
• Explains how the poet invites the reader to share in the experiences represented in the poem using appropriate supporting evidence	3
• Describes how the experiences are represented with some supporting evidence	2
• Makes a relevant point about experiences	1

Sample answer:

We are invited to share the experience of the mother's sacrifice through the sensory images that create the scene in the fast food restaurant. Readers are invited to feel the 'pressing heat melting his mother's make up' and hear how she 'slaps the refried beans'. Rhetorical questions are used to inspire the readers to share the reflection on this sacrifice with the poet as he asks 'how many burritos can one make? How many pounds of onions?' The poet explores what the red sweater represents, which is the love that is demonstrated through the sacrifice made.

Section II — Texts and Human Experiences

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates skilfully the extent to which the text invites a reconsideration of the specified human experience • Presents an insightful response with detailed analysis supported by well-chosen textual references from the prescribed text • Writes a coherent and sustained response using language appropriate to audience, purpose and context 	17–20
<ul style="list-style-type: none"> • Evaluates effectively the extent to which the text invites a reconsideration of the specified human experience • Presents a thoughtful response with analysis supported by well-chosen textual references from the prescribed text • Writes an organised response using language appropriate to audience, purpose and context 	13–16
<ul style="list-style-type: none"> • Explains the extent to which the text invites a reconsideration of the specified human experience • Presents a response with some analysis using textual references from the prescribed text • Writes an adequate response using language appropriate to audience, purpose and context 	9–12
<ul style="list-style-type: none"> • Expresses limited understanding of ideas about human experiences represented in the prescribed text • Describes aspects of the text • Writes a limited response 	5–8
<ul style="list-style-type: none"> • Refers to prescribed text in an elementary way • Attempts to compose a response 	1–4

Section III — Elective Modules

Question 7

Criteria	Marks
<ul style="list-style-type: none"> • Expresses a thoughtful understanding of the enjoyment of the identified module • Makes detailed reference to at least one text from the identified module • Composes a coherent and fluent response using language appropriate to audience, purpose and form 	13–15
<ul style="list-style-type: none"> • Expresses a clear understanding of the enjoyment of the identified module • Makes sound reference to at least one text from the identified module • Composes an organised and clear response using language appropriate to audience, purpose and form 	10–12
<ul style="list-style-type: none"> • Expresses an understanding of the enjoyment of the identified module • Makes some reference to at least one text from the identified module • Composes a clear response using language appropriate to audience, purpose and form 	7–9
<ul style="list-style-type: none"> • Expresses a limited understanding of an idea in a module • Composes a response using some language appropriate to audience, purpose and form 	4–6
<ul style="list-style-type: none"> • Expresses a relevant point about a module using variable control of language 	1–3

Section IV — Writing Skills

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Composes effectively an engaging piece of imaginative writing using the stimulus • Effectively organises and develops ideas that reflect the notion <i>Through the Window</i> • Demonstrates well-developed control of language appropriate to audience, context and purpose 	13–15
<ul style="list-style-type: none"> • Composes competently an engaging piece of imaginative writing using the stimulus • Competently organises and develops ideas that reflect the notion <i>Through the Window</i> • Demonstrates developed control of language appropriate to audience, context and purpose 	10–12
<ul style="list-style-type: none"> • Composes a piece of imaginative writing using the stimulus • Organises ideas that link to the notion <i>Through the Window</i> • Demonstrates control of language appropriate to audience, context and purpose 	7–9
<ul style="list-style-type: none"> • Composes a limited response with some relevance to the question • Demonstrates limited control of language 	4–6
<ul style="list-style-type: none"> • Attempts to compose a response with minimal control of language 	1–3

2019 HSC English Studies Mapping Grid

Section I — Texts and Human Experiences

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Common Module – Texts and Human Experiences	ES12-1, ES12-2
1 (b)	2	Common Module – Texts and Human Experiences	ES12-1, ES12-2
2 (a)	2	Common Module – Texts and Human Experiences	ES12-1, ES12-2
2 (b)	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
3	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5, ES12-9
4	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5, ES12-9
5	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5, ES12-9

Section II — Texts and Human Experiences

Question	Marks	Content	Syllabus outcomes
6 (a) to (n)	20	Common Module – Texts and Human Experiences	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9

Section III — Elective Modules

Question	Marks	Content	Syllabus outcomes
7	15	Elective Modules	ES12-1, ES12-4, ES12-7, ES12-9

Section IV — Writing Skills

Question	Marks	Content	Syllabus outcomes
8	15	Writing Skills	ES12-4, ES12-5, ES12-6, ES12-7