

2014 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

Section I

Please note that the sample answers provided for parts (a)–(d) are actual student responses.

Question 1 (a)

| Criteria | Marks |
|--|-------|
| • Explains clearly how the book cover reinforces the main issue being raised by Sherry Turkle with well chosen supporting evidence from the text | 3 |
| • Explains how the book cover reinforces the main issue being raised by Sherry Turkle with some supporting evidence from the text | 2 |
| • Describes aspects of the text | 1 |

Sample answer:

The book cover has images of individuals standing distanced apart with phones in their hands. The orientation of the people makes the image seem three-dimensional.

The title of the novel is the salience of the image and relates to the author's ideas of society disconnecting while staying connected through technology.

Answers could include:

- Turkle's main issue is that new technologies are changing the way that people communicate and relate to one another to the extent that we can still feel very much alone despite being constantly connected via digital means.
- The book cover reinforces this by a range of techniques including:
 - The title 'Alone Together' reveals the inherent paradox of being both connected and alone
 - Layout includes 4 different representations of young adults and a group of children who are 'together' on the page but 'alone' due to the visual separation on the page mirroring the concept of alone – together
 - Individuals are shown using technology which symbolises the new technologies
 - The visual gaze of the people is away from the viewer and each other (visual offer) which constructs a sense of social isolation and isolation

- Body language of the people emphasises social disconnection and avoidance of interaction
- Vectors/ visual lines in the stance of the bodies lead the viewer to focus attention on the devices being held by each person
- Group – the close physical spacing in the group (which should show a sense of belonging/connection/close relationships/social cohesion) is undercut by the focus on technology which makes the group more a collection of individuals than a close-knit group
- Relative font sizes of ‘Alone’ and ‘Together’ emphasise separation.

Question 1 (b)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Explains clearly how the author depicts her connection to Fitzroy's Rainbow Houses with well chosen supporting evidence from the text | 3 |
| <ul style="list-style-type: none"> Explains how the author depicts her connection to Fitzroy's Rainbow Houses with some supporting evidence from the text | 2 |
| <ul style="list-style-type: none"> Attempts to explain or explains in a limited way the author's connection to Fitzroy's Rainbow Houses | 1 |

Sample answer:

The persona in the text finds a sense of belonging through place. Fitzroy's Rainbow Houses was a place that the protagonist "loved". The persona "lived in a handful of terraces while at uni, but most important was a Rainbow House in Bell Street". Through this statement the responder clearly indicates that the persona feels as though they belong there, "having great memories of that time". Contrasting with the final paragraph "successfully" escaping the suburbs they "felt like for the first time they belonged."

Answers could include:

- The author depicts her strong connection: through the retelling/anecdote of her childhood experiences of driving through the inner city in the early 1970s.
- How she was drawn to the distinctive experiences of the area – 'cobblestone lanes', 'crumbling little houses' etc
- Her strong engagement with the orange Kombis parked outside the Rainbow houses. Emotive language highlights the intensity of the author's connection: 'screech with delight'
- How her connection is contrasted/ juxtaposed with her mother's strong dislike: 'damp, dark and horrible'
- Her rejection of her upbringing in Reservoir
- Author's love of the Rainbow House in Bell Street is shown in a number of ways:
 - statements of her affection – 'I loved living in them', 'I have great memories'
 - listing of idiosyncrasies – 'creaking boards', 'outside dunny', 'winter we had to wear spencers'
 - use of emotive diction and descriptions
 - humorous tone and exaggeration depict the author's fondness and sentimentality for the old terraces – 'fingers and toes were so cold they could snap off any minute'
 - listing and description of positive experience of living in the Rainbow Houses works through accumulation to convey a sense of the positive elements that shaped the author's connection with the Rainbow Houses
 - use of sensory imagery
 - the juxtaposition of her connection to the Rainbow Houses with her disconnection from Reservoir.

Question 1 (c)

| Criteria | Marks |
|---|-------|
| • Explores effectively how a strong sense of place is created in the extract with well chosen supporting evidence from the text | 3 |
| • Explores how a strong sense of place is created in the extract with some supporting evidence from the text | 2 |
| • Describes aspects of place in the text | 1 |

Sample answer:

In the extract from “A Sport and Pastime,” author James Slater creates a vivid depiction of a town in France. Through the use of sensory detail and similes in these descriptions he shows the reader his deep sense of belonging to the place.

The excessive sensory detail used in this extract paints a picture of this place and as a result shows the author’s sense of belonging to it.” “I open the gate, close it again behind me. The click is a pleasing sound.”

The author also uses similes in the extract to help translate the deep meaning of the place to the reader. “I stroll through the cemetery that glitters like jewellery in the last, slanting light.”

Answers could include:

A strong sense of place is created through the use of a range of descriptive and other techniques that build an evocative sense of the French town including:

- Sensory imagery evokes a strong sense of the distinctive appearance, layout and atmosphere of the town. For example:
 - accumulation of visual images: ‘uneven curbstones’; ‘narrow courts’
 - imagery of colour: ‘blue, indolent town’; ‘pale sky’; ‘orange peel’
 - smell: ‘rotten odour within’; ‘smell of bread’; ‘perfume of the town’
 - aural images: ‘out of breath, their lungs creaking’
- Short sentences and listing of elements of the town create vivid snapshots of the scene – various elements which when taken together construct a sense of the whole.
- Street names clearly locate the scene in France.
- Powerful descriptions of events and scenes build a sense of the town – church bells, motorbikes and other dawn experiences highlight the experiences of morning in the town.
- Metaphors of cleansing (‘flood over me’, ‘washed by the cool air’) constructs the quiet/peace of the place prior to the disruption by the human activities of morning: ‘The electric shriek of a train’, ‘Heels on the sidewalk’.
- Strong sense of immediacy is created through the use of present tense (‘I walk’) and first person narrative point of view.

Question 1 (d)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Analyses skilfully how the complex relationship between people and their communities is portrayed effectively in one text with detailed, well chosen supporting evidence from the text | 6 |
| <ul style="list-style-type: none"> Analyses how the complex relationship between people and their communities is portrayed in one text with well chosen supporting evidence from the text | 4–5 |
| <ul style="list-style-type: none"> Describes how the relationship between people and their communities is portrayed in one text with some supporting evidence from the text | 2–3 |
| <ul style="list-style-type: none"> Demonstrates limited understanding of how one text portrays a community | 1 |

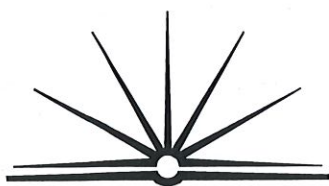
Sample answer:

Text three explores the idea that individuals may have an affinity towards some aspects of a community but feel marginalised by others. This creates a complex relationship between the individual person and their community as they are neither fully accepted or are rejected.

The speaker in the extract is shown to feel a deep connection to the physical setting of the town. This is conveyed by the second paragraph which features emotive imagery of the morning landscape such as “washed by the cool air”. The personification of the air furthers the concept of a strong affinity with the town by referencing the relationship between a mother and child. The simple imperative concluding the paragraph, “I cannot sleep”, conveys that the speaker is physical incapable of sleep when the option of experiencing the town’s landscape is presented.

Complexity arises however in the fact that the individual feels marginalised by his ability to connect to the town’s people due to difference in language. The juxtaposition between the relationship with place and estrangement from people reveals that belonging is far more complex than initially thought. The disconnect to local residents is shown by the quote “Monsieur.” It is written in italics and has been given its own line which draws attention to it and highlights its importance. The difference in language between this word (French) and the rest of the extract (English) portrays the root cause of the problem. The line “it all vanishes” conveys how the previous relationship with the community is completely replaced by feelings of rejection. However the final paragraph repeats the positive feelings as felt at the beginning of the extract, reforming the broken bond.

To conclude text three examines the complexity of the relationship between people and communities by showing how both positive and negative results can arise from such a bond.



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

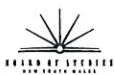
Section I

Question 1 (a)

| Criteria | Marks |
|---|-------|
| • Describes how a sense of disconnection is created in the image | 2 |
| • Attempts to describe or describes in a limited way how a sense of disconnection is created in the image | 1 |

Answers could include:

- The physical separation of the figure from the building enacts his feeling of disconnection.
- The grouping of the buildings juxtaposed with the isolation of the figure. The figure is foregrounded but small suggesting his feelings of dislocation.
- The windows and doors are closed preventing a literal and figurative entry to the city buildings.
- Contrast of black and white and colour highlights his separation from the cityscape.
- The distorted shapes of the buildings suggest/symbolise/construct a sense of discomfort and unfamiliarity.
- The comparative size of the buildings and the figure. His exaggerated size means he literally and metaphorically does not 'fit' in the landscape.
- The figure is on the outside looking in. He is a displaced observer of the scene.
- The written text states the figure feels 'smaller', 'more lost', 'alone' in the city. The disjointed layout represents his feelings of disconnection. The word 'alone' stands separated from the other text and highlights the figure's feelings.
- Despite the warm, inviting colours of the door and windows of the traditional house his sense of alienation is evident.
- Repeated use of blue hues may represent his state of mind – loneliness, depression, feeling 'blue'.
- The red at the bottom of the image – open to interpretation. The red may represent his desired path to the house and a sense of connection or the potential 'pull' of living in the house.

**Question 1 (b)**

| Criteria | Marks |
|---|-------|
| • Explains why the photograph is important to the speaker and his sense of identity | 2 |
| • Attempts to explain or explains in a limited way why the photograph is important to the speaker and his sense of identity | 1 |

Answers could include:

- The photograph provides a familiar connection to ancestors
- The photograph provides a sense of physical connection through physical similarity
- The photograph is a concrete link to the past, evidence of continuity of the family
- The 'Blood Link' is clear in the photograph
- Tangible link to his past
- The photograph evokes questions about his ancestor, which are questions he asks of himself
- The photograph represents the distortions of times past and highlights the gaps in his knowledge/sense of self/identity
- It is an inadequate piece of evidence about his family

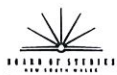
Question 1 (c)

| Criteria | Marks |
|--|-------|
| • Explains effectively how the writer's memories of childhood reveal the challenges of family life | 3 |
| • Explains the ways the writer's memories of childhood reveal the challenges of family life | 2 |
| • Describes aspects of the text | 1 |

Answers could include:

The challenges of family are revealed by the:

- Description of the 'vexed' nature of her relationship with her brothers. She is surprised to have denied their existence for many years and is not able to say with certainty why. The repeated use of questions highlights her confusion.
- Writer's experiences in her family placed her as the carer but her brothers were physically stronger and made it difficult for her to meet her responsibilities as the eldest sibling.
- Juxtaposition of her brother's physical attacks with her preparation of food and care for them when ill.
- Use of the 'Fable of the Ravens' to explain/symbolise the timeless nature of this complex sibling relationship.
- Contrast between the conflict filled days of childhood and the peaceful happy holidays they enjoyed as children and later as adults.
- Harmony of their adult lives – 'I no longer bite them' and 'off to stay on my eldest brother's station to see the wild flowers' reveals the extent of the changes that have happened to the siblings' relationship.

**Question 1 (d)**

| Criteria | Marks |
|--|-------|
| • Explains effectively how the author creates a strong sense of inclusion and exclusion with aptly chosen textual references | 3 |
| • Explains how the author creates a strong sense of inclusion and/or exclusion with some textual references | 2 |
| • Describes aspects of the text | 1 |

Answers could include:

The author creates a sense of inclusion and exclusion through:

- Identifying the Sand People as a distinctive group who look and behave differently to the speaker who has moved from Melbourne. Descriptive language and imagery is employed to describe their distinctive appearance – ‘red eyes, raw noses...’; ‘as eroded as the cliffs’, ‘ chests and backs like leopards...’ etc. This constructs a sense of their identity as a group – sense of inclusion.
- Author creates a catalogue of features of the Sand People in order to emphasise the contrast between himself and them. ‘From my sandalled perspective’ highlights his status as an excluded observer.
- The motif/metaphor/symbol of footwear – or lack of it – is invoked to represent his sense of exclusion. The teacher’s comments reinforce this feeling of difference. ‘Does your mother think her little darling will get a cold in the tootsies?’.
- The author’s mother’s sense of superiority and cultural snobbishness exacerbates his exclusion. He does not understand their view or their world. ‘They seemed so proud of their views but all I could see were straight lines of sand, water and sky...’
- The group identity of the Sand People is emphasised by the focus on their similarities – ‘around their edges ... they were pink and fraying’; ‘from a distance most of the adults seemed stained a smooth reddish brown’. Repeated use of collective pronouns ‘they’, ‘their’ ‘them’ and plurals ‘boys’, ‘adults’ etc emphasises the cohesive nature of the Sand People and their sense of group identity

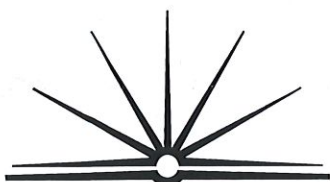
**Question 1 (e)**

| Criteria | Marks |
|---|-------|
| • Analyses skilfully how two of the texts portray the complex emotions resulting from a desire for connection | 5 |
| • Analyses explains how two of the texts portray the complex emotions resulting from a desire for connection | 3–4 |
| • Demonstrates limited understanding of how texts portray the desire for connection | 1–2 |

Answers could include:

Texts portray the complex emotions created by the desire for connection by:

- Highlighting the connection between an individual and their environment/groups of people/family and the complex nature of their interaction.
- Reflecting societal expectations of belonging as the norm and how this may affect individuals and their experiences of connection and bring about challenges/obstacles/frustration.
- Inviting us to consider how the need for connection may shift/change in extent and nature.
- Showing how individuals may experience conflicting emotions/ambivalence.
- Representing the need for connection in distinctive ways: through the combination of visual and written text, through poetry, through first-person narrative reflection, and through the first person recounting of childhood experiences.
- Each text can be considered on a literal level and also in terms of its treatment of archetypal and/or metaphorical dimensions of the tensions created by the need to belong.
- Text 1: use of colour/black and white; shapes and styles of images; written text; juxtaposition... etc
- Text 2: personal reflection, visual link between observer and photograph, the nature of memory as an unreliable link between past and present...
- Text 3: contrast of past and present/conflict and peace/ accepted and isolated; rhetorical questions; anecdote; fable...
- Text 4: descriptive and sensory language; imagery; contrast: Sand People/others; construct of the outsider; juxtaposition; exaggeration.



BOARD OF STUDIES
NEW SOUTH WALES

2011 HSC English (Standard) and English (Advanced) Paper 1 — Area of Study Marking Guidelines

Section I

Question 1 (a)

| Criteria | Marks |
|---|--------------|
| • Selects one aspect of the visual text and explains how it offers a perspective on belonging | 2 |
| • Attempts to explain how the visual text offers a perspective on belonging | 1 |

Question 1 (b)

| Criteria | Marks |
|--|--------------|
| • Explains how personal insights into belonging to places are conveyed in the transcript | 2 |
| • Attempts to explain or explains in a limited way how personal insights into belonging to places are conveyed | 1 |

Question 1 (c)

| Criteria | Marks |
|---|--------------|
| • Demonstrates, with aptly chosen textual references, what Jack comes to understand about belonging | 3 |
| • Demonstrates, with some textual references, what Jack comes to understand about belonging | 2 |
| • Describes aspects of the text | 1 |

**Question 1 (d)**

| Criteria | Marks |
|---|--------------|
| • Discusses effectively, with aptly chosen textual references, the importance of memories to Eilis's sense of belonging | 3 |
| • Discusses, with some textual references, the importance of memories to Eilis's sense of belonging | 2 |
| • Describes aspects of the text | 1 |

Question 1 (e)

| Criteria | Marks |
|---|--------------|
| • Analyses effectively the relationship between places and identity in TWO of the texts | 5 |
| • Analyses adequately the relationship between places and identity in TWO of the texts | 3–4 |
| • Demonstrates limited/some understanding of the relationship between places and identity | 1–2 |



BOARD OF STUDIES
NEW SOUTH WALES

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

Section I

Question 1 (a)

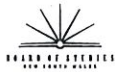
| Criteria | Marks |
|---|-------|
| • Describes how the image depicts the idea of belonging or not belonging to a family | 2 |
| • Attempts to describe how the image depicts the idea of belonging or not belonging to a family | 1 |

Question 1 (b)

| Criteria | Marks |
|--|-------|
| • Explains the speaker's relationship with his brother | 2 |
| • Attempts to explain or explains in a limited way the speaker's relationship with his brother | 1 |

Question 1 (c)

| Criteria | Marks |
|--|-------|
| • Discusses with aptly chosen textual references how this text portrays friendship as an alternative source of belonging | 3 |
| • Explains with some textual references how this text portrays friendship as an alternative source of belonging | 2 |
| • Describes aspects of friendship/family/belonging/not belonging | 1 |

**Question 1 (d)**

| Criteria | Marks |
|---|--------------|
| • Explores effectively with aptly chosen textual references the speaker's attitude to the family photo album as a record of belonging | 3 |
| • Explores with some textual references the speaker's attitude to the family photo album as a record of belonging | 2 |
| • 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 |
|--|--------------|
| • Analyses effectively ways in which the distinctive perspectives of family and belonging are conveyed in at least two texts | 5 |
| • Analyses adequately ways in which the distinctive perspectives of family and belonging are conveyed in at least two texts | 3–4 |
| • Demonstrates limited understanding of perspectives of family and belonging and/or limited understanding of how perspectives are conveyed | 1–2 |