



**2016 HSC English (Standard) and English (Advanced) Paper 1 –  
Area of Study  
Marking Guidelines**

**Section I**

**Question 1 (a)**

<b>Criteria</b>	<b>Marks</b>
• Explains how imagery is used to capture the explorations of the seafarer	2
• Attempts to explain imagery is used to capture the explorations of the seafarer	1

**Answers could include:**

- Imagery and hyperbole creates a distinct illustration of the seafarer’s journeys across the world to discover new lands and new things.
- Imagery is used to capture:
  - The guidance taken by the seafarer in making his discovery. ‘Shows by his compass how his course he steer’d’. The symbolism of the compass allows the audience to see that his discovery is planned. ‘Steer’d’ indicates that he is captain of his voyage.
  - The treacherous journey required to discover new lands. ‘Where most becalm’d, where with foul weather spent,’ The juxtaposition through high modality descriptions of the calm seas and the foul weather shows the intensity of what he has encountered. Repetition of ‘where’ indicates the variety of places he has visited.
- Hyperbole is used:
  - The extent of the seafarer’s travels. ‘How far he sail’d, what countries he had seen’. The purposeful and yet ambiguous overstatement of where he has been gives intensity to how far he has travelled without suggesting exactly where they have taken him.
  - The personal impact of making discoveries. ‘My tedious travels and oft-varying fate’. The connotations of ‘tedious travels’ together with ‘oft-varying fate’ exemplifies that the process of discovering has not been overwhelmingly positive, indicating a very personal response to the experience.

### Question 1 (b)

Criteria	Marks
• Explains how the image represents an individual who has made and is making a discovery.	2
• Attempts to explain or explains in a limited way how the image represents an individual who has made and is making a discovery.	1

#### Answers could include:

- The image represents the Wanderer looking into the unknown, highlighting the worth of knowledge of both the self and the world around him.
- There is a high amount of contrast used in colour of the image. The foreground is mainly dark whilst the background is mainly light, giving rise to the fact that the undiscovered is illuminating to the individual.
- The use of other mountainous peaks of rocks emerging from the fog allows the reader to see that there are some things already known and discovered by the Wanderer, but the fog indicates that there is more to be discovered.
- The body language of the Wanderer with a foot up upon the rock and looking outwards whilst we only see his back indicate that he will continue to venture forth into the unknown and continue to make discoveries.
- The elevation of the Wanderer above the fog indicates the salience of the personal nature of discovery. The relative height of the Wanderer compared to what is below him represents the capability of man in continuing to discover, as there is no discernible height which can be reached by the Wanderer.

### Question 1 (c)

Criteria	Marks
• Explains effectively how article conveys the wider impact of a personal discovery upon wider society.	3
• Explains how the poem conveys the wider impact of a personal discovery upon wider society.	2
• Describes the text	1

#### Answers could include:

- The wider community's response to the discovery of the untouched apartment and the impact it has made upon others.
  - This is conveyed through:
    - Descriptive language, 'remained untouched for 70 years' captures the rarity of such a discovery and the salience of what has been discovered.
    - Connotations of 'Thick layer of dust' paints a picture of the scene as those who had discovered it would have seen it, pointing to the age of the discovered items.

- Inclusion of dates, '70 years', '2010... age of 91', 'completed in 1894', gives context, and thus imposes a value upon the find.
- Symbols, 'a lady in a pink dress', extends to the mystique of a bygone era, and suggests that the lady is of some significance which is to be discovered.
- Historical context, '19<sup>th</sup> century Italian artist Giovanni Boldini', 'de Florian... Clemenceau', translates into a widely impacting value as it reflects the significance of the items within the scope of wider world events.

### Question 1 (d)

Criteria	Marks
• Analyses effectively how the text portrays the difficulties of 'how discovers and discovering offer renewed perceptions of ourselves and others' with aptly chosen references	3
• Analyses how the text portrays the difficulties of 'how discovers and discovering offer renewed perceptions of ourselves and others' with some textual references	2
• Describes the text	1

### Answers could include:

The difficulties of 'discovering concepts which personally challenge the individual' are portrayed by:

- Word choice is used to dehumanise enemy soldiers, 'We threw him on the cart and he died later that morning.' The flippant tone indicates the lack of value for human life, and yet can also be perceived as a defence mechanism for the distressing discovery which is the brutality of war beyond what they had been prepared for.
- Syntax is employed, 'Fields. Orchards. Farms. The smell of wet grass and gunpowder. That's what I remember as it started to get light.' The length of the fifth sentence gives context to the four successive shorter sentences before it, creating impact and tension to how the trauma of war had affected Malarkey in an unexpected way.
- Personification is used to present the scene of war to a reader removed from the experience, 'the chatter of a machine gun'. By giving the machine gun human qualities, the inanimate object is given life and the attention which accompanies human life. This gives an insight into how Malarkey received the situation.
- Syntax is used again to highlight the profundity of the discovery, 'We hadn't gone more than a couple hundred yards when I saw it for the first time: death. A sickening sight.' The shortness of 'death' translates into Malarkey's shock of finally seeing what was to be expected from war. The brief statement, 'A sickening sight' continues to communicate the salience of this first-time discovery, and the profound impact it had upon Malarkey years later and how it reshaped his thinking.

- The interior monologue in 'The krauts... I don't know if I'd have gone looking. I was too sickened by the scene' gives us an insight into the emotional difficulty of the discovery suffered by Malarkey as he contemplates the nature of death, and the discovery that war is truly brutal. This interior monologue gives readers a direct insight into the challenges experienced by Malarkey and how it caused him to re-evaluate his perception of himself.
- The purposeful italicisation of 'What? I couldn't believe it' emphasises the sudden shock of what is being discovered by Malarkey as dismissing his common perception of the German soldier. This is later complimented with colloquial language, 'No kidding, Portland?' whereby Malarkey gives the connotation of a conversation where the context of the war has been removed.
- The exclamation of 'You gotta be kidding' signposts the absurdity of the situation, and the difficult Malarkey has in accepting it, whilst lending significance to the discovery being made by Malarkey that the German soldier was once American, challenging the popular belief of 'the other'.
- Reflective language, 'I'd only been at war a few hours, and already I was learning stuff I hadn't been taught in training' gives readers the benefit of hindsight, summarising his preconceived notions of what was to be encountered at war.
- The brief statement, 'Strange thing, war' carries a pensive tone. Though Malarkey questions the nature of war, and how it lacks any sense, he does not reject its manifestation, though it is clear from the earlier sentence, 'Namely, that the guy... where you later worked', that he has meditated upon his perceptions of not only himself but others.

### Question 1 (e)

Criteria	Marks
• Compares skilfully how two of the texts represents how far-reaching and transformative for the individual and for broader society with well-chosen supporting evidence from the texts .	5
• Compares how two of the texts how far-reaching and transformative for the individual and for broader society with supporting evidence from the texts	3-4
• Demonstrates limited understanding of how the texts represents how far-reaching and transformative for the individual and for broader society	1-2

#### **Answers could include:**

Discoveries can be far-reaching and transformative not only for the individual but also upon broader society. The impact of discoveries encourages/facilitates/leads individuals to:

- Explore the ramifications discoveries have had upon individuals - emotionally, creatively, intellectually, physically and spiritually Question or challenge one's belief and values against that of what has been discovered;
- Reassess the worth of the discovery and its accompanying belief and values, or the individual's own perceptions;
- Broaden perspectives and move beyond barriers - physical barriers, the views of others, social differences, dissenting information, sources of tension - in order to consolidate the ways in which the impact of discoveries may differ for individuals;

All texts portray the significance of curiosity but do so in different ways. Comparison may refer to aspects such as the deeply personal/unique nature of the ramification of discovery, the extent/degree of transformation, or the consequences of discoveries upon the individual and broader society, and will incorporate consideration of the techniques used to represent the significance of this curiosity.

## Section II Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes skilfully an engaging piece of imaginative writing that uses ONE of the images provided as the central element</li> <li>• Skillfully explores the unexpected impact of discovery</li> <li>• Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	13-15
<ul style="list-style-type: none"> <li>• Composes effectively an engaging piece of imaginative writing that uses ONE of the images provided as the central element</li> <li>• Effectively explores the unexpected impact of discovery</li> <li>• Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Composes a piece of imaginative writing that uses ONE of the images provided as the central element</li> <li>• Explores the unexpected impact of discovery</li> <li>• Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Attempts to compose a piece of writing</li> <li>• Attempts to explore the unexpected impact of discovery</li> <li>• Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Attempts to compose a response</li> <li>• Demonstrates elementary control of language</li> </ul>	1-3

### Section III Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explores skilfully how the perspective ‘that ramifications of particular discoveries may differ for individuals and their worlds’ is represented in the prescribed text and one other related text</li> <li>• Presents a skilful response with detailed, well-chosen textual references from the prescribed text and one other related text</li> <li>• Composes a well-integrated response using language appropriate to audience, purpose and context</li> </ul>	13-15
<ul style="list-style-type: none"> <li>• Explores effectively how the perspective ‘that ramifications of particular discoveries may differ for individuals and their worlds’ is represented in the prescribed text and one other related text</li> <li>• Presents an effective response with well-chosen textual references from the prescribed text and one other related text</li> <li>• Composes an effective response using language appropriate to audience, purpose and context</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Explores how the perspective that ‘that ramifications of particular discoveries may differ for individuals and their worlds’ is represented in the prescribed text and one other related text</li> <li>• Presents a response using textual references from the prescribed text and one other related text</li> <li>• Composes an adequate response using language appropriate to audience, purpose and context</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the proposition ‘that ramifications of particular discoveries may differ for individuals and their worlds’</li> <li>• Describes aspects of the text/s</li> <li>• Attempts to compose a response with limited appropriateness to audience, purpose and context</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Refers to text/s in an elementary way</li> <li>• Attempts to compose a response</li> </ul>	1-3

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