

# 2021 HSC English Studies Marking Guidelines

## Section I — Texts and Human Experiences

### Question 1

Criteria	Marks
• Explains how the images support the message of the infographic	3
• Identifies an image and makes a connection to the message of the infographic	2
• Makes a relevant point about the infographic	1

#### *Sample answer:*

The images included in the infographic support the message that there are many ways to boost happiness. The images are symbolic and provide suggestions of different activities readers can engage in so they can live a happier life. For example, the watering can is a symbol for gardening, the camera suggests photography and the sneakers represent exercise.

### Question 2

Criteria	Marks
• Explains effectively how Bill Bailey uses a personal voice to engage the reader using well-chosen supporting evidence	3
• Explains how Bill Bailey uses a personal voice to engage the reader using some supporting evidence	2
• Makes a relevant point about the text	1

#### *Sample answer:*

Bailey uses a personal voice to communicate how he is drawing on his own personal experiences to write his book. For example, his use of first person in 'I am not saying' and 'I am not telling you' builds a more familiar and intimate connection between the reader and Bailey by sharing his thoughts and opinions. Bailey is able to create a likeable persona that readers feel is speaking directly to them.

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Compares effectively the different ideas about happiness using well chosen supporting evidence from both texts</li> </ul>	4
<ul style="list-style-type: none"> <li>Compares the different ideas about happiness using some supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes different ideas about happiness</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a relevant point about happiness</li> </ul>	1

**Sample answer:**

Both texts present happiness as an important aspect of living a healthy, fulfilling life. The title of the infographic asserts that happiness can be actively pursued and the 'Trying out' box features a camera and watering can to present a variety of activities. In comparison, Bailey states that he does not have a 'magic theory or equation or diet' so the reader understands that he is not offering a simple solution for finding happiness. While Bailey's idea is that happiness is more of a life-long search, the infographic shows that happiness can be achieved through any of the 10 keys.

### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains effectively the ways in which the writer represents Karlie Noon's unique experience, using well-chosen supporting evidence</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains the ways in which the writer represents Karlie Noon's unique experience, using some supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes the ways in which the writer represents Karlie Noon's unique experience</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information about Karlie Noon's experience</li> </ul>	1

**Sample answer:**

The article incorporates contrasting details from Noon's life that depict her achievements as unique. For example, she is the 'first Aboriginal woman to complete a dual degree in maths and physics' but 'no one in her family had finished high school'. The reporter also uses phrases such as 'defied the odds' and 'such achievements were once unimaginable' to draw attention to how Noon has overcome significant adversity in her life. The article shows how Noon's Indigenous background and cultural knowledge give her unique insights into the traditional study of astronomy.

## Question 5

Criteria	Marks
<ul style="list-style-type: none"> <li>Analyses effectively how the writer represents a childhood memory using detailed, well-chosen supporting evidence</li> </ul>	6
<ul style="list-style-type: none"> <li>Analyses how the writer represents a childhood memory using relevant supporting evidence</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Describes how the writer represents a childhood memory with some evidence</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant information about the text</li> </ul>	1

### **Sample answer:**

The writer represents the childhood memory of the 'nine-year-old' narrator visiting the Blowholes with her family by using contrast to characterise the narrator and her younger brother, as well as describing their feelings about this event. The writer shows these two individuals as having contrasting personalities, as depicted in their different reactions to the Blowholes' danger. The narrator recalls David being fearful and hesitant and this is captured in his question, 'Are we reeeally gonna go right up?' The writer misspells and italicises 'reeeally' to capture David's fear. In contrast, the narrator recalls being curious and confident, as depicted by her daring David to see who can stand at the edge of the cliff 'for the longest!!' The narrator also recalls the complex emotions her brother felt as a child when discovering this new environment, describing it as a 'mixture of stifled fear and pure excitement.' Despite the potential threat of the blowhole, the writer includes the hyperbole that David wouldn't miss this opportunity 'for the world' to emphasise his enthusiasm when exploring the blowhole.

## Section II — Texts and Human Experiences

### Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Analyses skilfully how the prescribed text represents the ways individuals respond to the challenges they face</li> <li>Presents an insightful response supported by well-chosen textual references from the prescribed text</li> <li>Writes a coherent and sustained response using language appropriate to audience, purpose and context</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Analyses how the prescribed text represents the ways individuals respond to the challenges they face</li> <li>Presents a thoughtful response supported by textual references from the prescribed text</li> <li>Writes an organised response using language appropriate to audience, purpose and context</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Explains how the prescribed text represents the ways individuals respond to the challenges they face</li> <li>Presents a response supported by some textual references from the prescribed text</li> <li>Writes a response using variable control of language appropriate to audience and purpose</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Expresses limited understanding of ideas about individuals and/or challenges represented in the prescribed text</li> <li>Describes aspects of the texts</li> <li>Writes a response with minimal control of language</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Refers to the prescribed text in an elementary way</li> <li>Attempts to compose a response</li> </ul>	1–4

## Section III — Elective Modules

### Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explains thoughtfully why ONE module may be valuable in the future</li> <li>• Makes detailed reference to ONE text from the chosen module</li> <li>• Composes a well-structured response using language appropriate to audience, purpose and context</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Explains why ONE module may be valuable in the future</li> <li>• Makes sound reference to ONE text from the chosen module</li> <li>• Composes a structured response using language appropriate to audience, purpose and context</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Describes why ONE module may be valuable in the future</li> <li>• Makes some reference to ONE text from the chosen module</li> <li>• Composes a clear response using language appropriate to audience, purpose and context</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Expresses limited understanding of the value of ONE module</li> <li>• Composes a response using some language appropriate to audience, purpose and context</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Expresses a relevant point about a module using variable control of language</li> </ul>	1–3

## Section IV — Writing Skills

### Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes effectively an engaging piece of imaginative, persuasive or reflective writing using ONE of the stimulus statements as the beginning</li> <li>• Effectively organises and develops ideas about a positive childhood experience</li> <li>• Demonstrates well-developed control of language appropriate to audience, context and purpose</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Composes competently an engaging piece of imaginative, persuasive or reflective writing using ONE of the stimulus statements as the beginning</li> <li>• Competently organises and develops ideas about a positive childhood experience</li> <li>• Demonstrates developed control of language appropriate to audience, context and purpose</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Composes a piece of imaginative, persuasive or reflective writing using ONE of the stimulus statements as the beginning</li> <li>• Organises ideas about a positive childhood experience</li> <li>• Demonstrates control of language appropriate to audience, context and purpose</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Composes a limited response with some relevance to the question</li> <li>• Demonstrates limited control of language</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Attempts to compose a response with minimal control of language</li> </ul>	1–3

# 2021 HSC English Studies Mapping Grid

## Section I — Texts and Human Experiences

Question	Marks	Content	Syllabus outcomes
1	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2
2	3	Common Module – Texts and Human Experiences	ES12-2, ES12-5
3	4	Common Module – Texts and Human Experiences	ES12-8, ES12-9
4	4	Common Module – Texts and Human Experiences	ES12-1, ES12-9
5	6	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5

## Section II — Texts and Human Experiences

Question	Marks	Content	Syllabus outcomes
6	20	Common Module – Texts and Human Experiences	ES12-1, ES12-4, ES12-5, 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