

# 2023 HSC English Studies Marking Guidelines

## Section I — Texts and Human Experiences

### Question 1

Criteria	Marks
• Explains how doing artwork with her daughters has been a positive experience for Natividad using well-chosen supporting evidence	3
• Describes how doing artwork with her daughters has been a positive experience for Natividad using some supporting evidence	2
• Provides some relevant information about the text	1

#### **Sample answer:**

Natividad reflects on how she and her daughters have benefited personally and culturally from the act of making artwork. She states it is 'a relaxing process' to 'express how you're feeling or celebrate Aboriginal culture.' Natividad's positive tone throughout the interview, such as 'a special time' and 'a fun way to learn', also highlights her experience of spending time with her daughters and learning more about her Waka Waka culture.

## Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains effectively how Baird conveys the powerful impact of nature on humans using well-chosen supporting evidence</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how Baird conveys the powerful impact of nature on humans using appropriate supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes how Baird conveys the powerful impact of nature on humans with limited supporting evidence</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information about the text</li> </ul>	1

### **Sample answer:**

Baird conveys that the ocean has a powerful impact because it makes her aware of the physical and emotional value of connecting with nature. While she benefits physically from swimming after her surgery, 'my shoulders grew stronger', it is the mental strength she gains that is most powerful. The experience heightens her awareness and expands her senses. While swimming she is reminded of 'the vastness of the ocean and all it contains'. This leads her to reflect on our 'small' place in the world and feel 'the awe that comes from being silenced by something greater than ourselves.'

## Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains effectively how Collett explores the power of imagination in children's play using well-chosen textual evidence</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how Collett explores the power of imagination in children's play using appropriate supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes how Collett explores the power of imagination in children's play using limited supporting evidence</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information about the text</li> </ul>	1

### **Sample answer:**

Collett portrays a vivid scene of young children playing imaginatively as they dig for dinosaur bones. The statement 'Sarah stopped digging because she found a tooth' emphasises the way her imagination during play allows her to lose 'herself in the threads of make believe.' Meanwhile, the narrator focuses on 'the task at hand' and his imaginative play turns a 'broken beer bottle' into the gift of 'a precious gem'. The power of imagination is further shown through their experience of freedom through play: '... a feeling ... I had never felt before' suggesting that through the power of imagination the lives of children are expanded.

## Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains effectively how Greenacre represents the value of shared experiences using well-chosen supporting evidence</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how Greenacre represents the value of shared experiences using some supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes how Greenacre represents the value of shared experiences using limited supporting evidence</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information about the text</li> </ul>	1

### **Sample answer:**

Greenacre represents the value of shared experiences through the ritual of making tea that keeps this family close. The symbolic 'tea leaves tin' is central to the family's shared moments and 'held pride of place/in the running of the house'. The speaker's nostalgic tone highlights the value of shared time as a family, 'and I can still see them all / waiting around the table'. Greenacre suggests that objects provide a tangible link to shared family experiences across time: 'this, of all things drew our family together, by cup, by spoon' reinforcing the lasting value of family connection.

## Question 5

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains skilfully how Dahl uses personal experience to show the reader the importance of kindness using detailed, well-chosen supporting evidence</li> </ul>	5
<ul style="list-style-type: none"> <li>Explains effectively how Dahl uses personal experience to show the reader the importance of kindness using well-chosen supporting evidence</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how Dahl uses personal experience to show the reader the importance of kindness using some supporting evidence</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes how Dahl uses personal experience to show the reader the importance of kindness</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information about the text</li> </ul>	1

### **Sample answer:**

Dahl shows the reader the importance of kindness through her personal experience of being welcomed by others. Dahl's use of anecdotes throughout the article, such as 'When I was three years old, I experienced the definition of welcome' and 'As a furious, spiky 16-year-old' emphasises how her memories of being welcomed have stayed with her. The reader is shown the positive impact of welcoming others, as the negative experience of 'being left out in the cold' is contrasted to 'That lovely mother melted me back down to my original form, just by being kind'. This contrasting imagery reminds the reader of their own memories of welcome and the value of kindness.

## Section II — Texts and Human Experiences

### Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Evaluates skilfully the extent to which the prescribed text ignites ideas about collective human experiences that enrich our view of the world</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 for audience, purpose and context</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Evaluates effectively the extent to which the prescribed text ignites ideas about collective human experiences that enrich our view of the world</li> <li>Presents a thoughtful response supported by relevant textual references from the prescribed text</li> <li>Writes an organised response using language appropriate for audience, purpose and context</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Explains the extent to which the prescribed text ignites ideas about collective human experiences that enrich our view of the world</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 for audience and purpose</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Expresses limited understanding of the extent to which the prescribed text ignites ideas about collective human experiences that enrich our view of the world</li> <li>Describes aspects of the prescribed text</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 a minimal 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 how the module created interest and challenged thinking</li> <li>• Makes detailed reference to ONE text from the identified module.</li> <li>• Composes a coherent and fluent response, using language appropriate to audience, purpose and form</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Explains clearly how the module created interest and challenged thinking</li> <li>• Makes sound reference to ONE text from the identified module</li> <li>• Composes an organised and clear response, using language appropriate to audience, purpose and form</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Explains how the module created interest and/or challenged thinking</li> <li>• Makes some reference to ONE text from the identified module</li> <li>• Composes a clear response, using language appropriate to audience, purpose and form</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Expresses some understanding of a module</li> <li>• Demonstrates some control of language</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Composes a response with minimal control of language</li> </ul>	1–3

## Section IV — Writing Skills

### Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>Effectively composes an engaging piece of imaginative or reflective writing using the stimulus</li> <li>Effectively organises and develops ideas based on the stimulus</li> <li>Demonstrates effective control of language appropriate to audience, context and purpose</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Composes an engaging piece of imaginative or reflective writing using the stimulus</li> <li>Competently organises and develops ideas based on the stimulus</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 or reflective writing using the stimulus</li> <li>Organises ideas based on the stimulus</li> <li>Demonstrates control of language appropriate to audience, purpose and context</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Composes a response with some relevance to the question</li> <li>Demonstrates some 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

# 2023 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, ES12-5
2	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
3	4	Common Module – Texts and Human Experiences	ES12-1, ES12-5
4	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
5	5	Common Module – Texts and Human Experiences	ES12-2, ES12-5, ES12-9

## Section II — Texts and Human Experiences

Question	Marks	Content	Syllabus outcomes
6	20	Common Module – Texts and Human Experiences – Prose Fiction – Poetry – Drama – Nonfiction – Film – Media	ES12-1, ES12-6, ES12-7, ES12-9

## Section III — Elective Modules

Question	Marks	Content	Syllabus outcomes
7	15	Elective Modules	ES12-2, ES12-7, ES12-9

## Section IV — Writing Skills

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