

# 2024 HSC English Studies Marking Guidelines

## Section I — Texts and Human Experiences

### Question 1

Criteria	Marks
• Demonstrates an effective understanding of why Davis values the experiences she shared with her family using appropriate supporting evidence	3
• Demonstrates an understanding of why Davis values the experiences she shared with her family using some supporting evidence	2
• Provides some relevant information about the text	1

#### **Sample answer:**

Davis values the experiences she shared with her family because they gave her fun, lasting memories of places and people. She says that her parents took ‘us on adventures that I – we – still value today’. Davis emphasises the importance of her adventures because they visited ‘places of great family significance’ and met ‘a diverse range of people’. These lasting memories made Davis and her siblings ‘the adults we are today’.

## Question 2

Criteria	Marks
• Explains effectively how Moffatt represents her 'complicated relationship with the Pacific Ocean' using appropriate supporting evidence	4
• Explains how Moffatt represents her 'complicated relationship with the Pacific Ocean' using some supporting evidence	3
• Describes how Moffatt represents her 'complicated relationship with the Pacific Ocean' using limited supporting evidence	2
• Provides some relevant information about the text	1

### **Sample answer:**

Moffatt represents her relationship with the Pacific Ocean as complicated due to a range of different factors. Her use of first-person narration makes us feel she is speaking directly to us when she says, 'It was the stretch of sea I wanted to be on the other side of'. Moffatt's anecdotes about her experiences of the Pacific as 'a vast expanse of a sad sea' represents it as something to 'cross'. For Moffatt, the Pacific has confusingly been the 'opposite of the meaning of its name... meaning peaceful' and she 'effectively, dismissed it'. But she realises at the end, after reading Urbina's article, that she has been 'seeing the Pacific' for its immense size rather than as part of her identity.

## Question 3

Criteria	Marks
• Analyses effectively how Cogan represents her response to a new experience using well-chosen supporting evidence	5
• Analyses how Cogan represents her response to a new experience using appropriate supporting evidence	4
• Explains how Cogan represents her response to a new experience using some supporting evidence	3
• Describes how Cogan represents her response to a new experience with limited supporting evidence	2
• Provides some relevant information about the text	1

### **Sample answer:**

Cogan initially represents her feeling of discomfort in the new experience of dancing through the cliché, 'dance like no one's watching, which for first timers can be daunting'? She felt intimidated, especially as she had been abandoned by her friend. The anecdotal language and first-person narration in 'I felt exposed, self-conscious, and seriously out of place' conveys that the new experience challenged her to step out of her comfort zone. Her initial fear of dancing, however, shifts to a joyful response as she experiences a new insight while dancing, which Cogan represents through her positive tone and alliteration in 'I noticeably relaxed and realised I was having fun surrounded by more than 100 people jigging and frolicking... I couldn't help but smile'. Cogan's changing response to dance takes her from isolation and fear to new connections with others.

## Question 4

Criteria	Marks
• Explains effectively how Brazil conveys ideas about connection using well-chosen supporting evidence	4
• Explains how Brazil conveys ideas about connection using appropriate supporting evidence	3
• Describes how Brazil conveys ideas about connection using some supporting evidence	2
• Provides some relevant information about the text	1

### **Sample answer:**

Brazil explores the mental connection the speaker has with an absent loved one when in a new place. She wants to share her experiences exploring Venice, 'I want to tell you', where the repetition of the phrase portrays her desire to express her newfound connection to place with someone she knows. The speaker's strong connection to place is further conveyed with the personification of 'how the wood groans' and 'the mist kissed the back of my neck'. This intimate and emotional connection with Venice helps the speaker fill the void and yearning for the loved one who is not present.

## Question 5

Criteria	Marks
• Explains effectively how Morton represents the experience of change using well-chosen supporting evidence	4
• Explains how Morton represents the experience of change using appropriate supporting evidence	3
• Describes how Morton represents the experience of change using some supporting evidence	2
• Provides some relevant information about the text	1

### **Sample answer:**

Morton represents the experience of change as a complicated and ongoing process. As Jess prepares for her journey to Australia she has 'readied the house for her absence' and experiences a disconnect from where she has been living. Jess's observations of the different behaviours of people at the airport make her reflect on her own experiences of change. Morton's juxtaposition of Jess's own experiences twenty years earlier with those of 'The young woman' who had an 'eagerness and energy to her gait' creates a tone of nostalgia. This is reflective of her own youthful excitement and the new changes awaiting the young woman.

## Section II — Texts and Human Experiences

### Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains skilfully the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions</li> <li>Presents a perceptive 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>Explains effectively the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions</li> <li>Presents a thoughtful response supported by relevant 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 the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions</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, purpose and context</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Expresses limited understanding of the ways in which the study of their prescribed text gives them insights into the complex relationship between human qualities, motivations and actions</li> <li>Describes aspects of the prescribed text</li> <li>Writes a response with limited 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>• Expresses a thoughtful recommendation for which module should remain in the program and why</li> <li>• Makes detailed reference to ONE text from the chosen 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>• Expresses a clear recommendation for which module should remain in the program and why</li> <li>• Makes sound reference to ONE text from the chosen 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>• Expresses a recommendation for which module should remain in the program</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 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>• Attempts to compose 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>• Composes effectively an engaging piece of imaginative, persuasive or reflective writing using the stimulus</li> <li>• Organises effectively, develops and sustains ideas based on the image</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 competently an engaging piece of imaginative, persuasive or reflective writing using the stimulus</li> <li>• Organises competently and develops ideas based on the image</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 the stimulus</li> <li>• Organises ideas based on the image</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 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

# 2024 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	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
3	5	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
4	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5
5	4	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 – Prose Fiction – Poetry – Drama – Nonfiction – Film – Media	ES12-1, ES12-2, ES12-5, ES12-7

## 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