

2021 HSC English Advanced — Paper 1

Marking Guidelines

Section I

Question 1

Criteria	Marks
• Explains effectively how Daniel Gray uses language to invite the reader to share his experiences	3
• Explains how Daniel Gray invites the reader to share his experiences	2
• Provides some relevant information about Daniel Gray's experiences	1

Sample answer:

Gray uses a wide range of sensory imagery to share his experience of obtaining new books with his readers, such as 'brushing fingers over embossed titles', 'devour their smell' and 'luscious scrape of cardboard on floor'. These phrases invite the reader to imagine how the physical experience of touching and smelling books is an integral part of Gray's reading experience.

Question 2

Criteria	Marks
• Demonstrates an effective understanding of how imagery is used in the poem to convey a human experience	3
• Demonstrates an understanding of how imagery is used in the poem to convey a human experience	2
• Demonstrates some knowledge of imagery in the poem	1

Sample answer:

The poet uses imagery to portray the persona's memorable experience with B at Plaza Blanca. The quartz is an effective image as it is a part of the ancient landscape that symbolises 'the enormous past'. There are also evocative contrasting images when the persona realises how momentary they are in comparison to the landscape. For example, the simile that describes 'the white formations' as being 'ancient, as sleep is ancient' is sharply contrasted with the metaphors describing their lives as 'winks in a deep night, wrinkles/on a long green sea'.

Question 3

Criteria	Marks
• Demonstrates a thorough understanding of how Ocean Vuong represents the relationship between the characters using well-chosen supporting evidence	4
• Demonstrates an understanding of how Ocean Vuong represents the relationship between the characters with supporting evidence	3
• Demonstrates some understanding of how Ocean Vuong represents the relationship between the characters with reference to the text	2
• Describes an aspect of the relationship between the characters	1

Sample answer:

Vuong's image of Little Dog plucking out Lan's grey hairs is used to establish the close nature of their relationship: it is an intimate physical act where Little Dog 'would kneel on a pillow behind her, the tweezers ready in my grip'. The length of this close relationship is communicated through Vuong's use of figurative language when describing Lan's ritual of telling cultural stories. Lan's stories 'spiralled out from her mind, only to return the next week' and Little Dog would 'mouth along with the sentences, as if watching a film for the umpteenth time – a movie made by Lan's words and animated by my imagination'. This representation of a collaborative weekly ritual allows the reader to understand their deep creative relationship.

Question 4

Criteria	Marks
• Effectively analyses how Didem Caia uses literary devices to reflect on her experience using well-chosen supporting evidence	4
• Analyses how Didem Caia uses literary devices to reflect on her experience with supporting evidence	3
• Explains how Didem Caia uses literary devices to reflect on her experience	2
• Provides some information about Didem Caia's use of literary devices in the text	1

Sample answer:

In this extract, Caia deliberately structures her writing to emphasise the transformative moment when the 'woods became instantaneously new'. She recounts the events of her hike in the first paragraph then signals her return to the moment of realisation in the second paragraph with the short opening sentence: 'I've left out a step.' She also incorporates emotive language to reflect on the stages of her revelation, from her initial 'swirl of frustration' when realising she is lost to the subsequent 'rush of exhilaration' as the world's hidden beauty is revealed. In the final theatrical metaphor ('the woods were the stage. I was the audience.'), Caia imagines herself interacting with the landscape, which highlights the personal nature of her discovery.

Question 5

Criteria	Marks
• Skilfully evaluates how the writer uses narrative voice to shape the character using well-chosen supporting evidence	6
• Evaluates how the writer uses narrative voice to shape the character using appropriate supporting evidence	4–5
• Explains how the writer uses narrative voice to shape the character with some supporting evidence	2–3
• Describes some relevant information about the text	1

Sample answer:

The writer effectively uses the begrudging yet admiring narrative voice of Katherine O'Dell's daughter to depict her mother as an actress in both her public and private worlds. The narrator vividly describes O'Dell's actions in her everyday world as a performance. In response to the common question asked of her 'what was she like?' the narrator recounts the domestic act of O'Dell 'eating toast' to dramatise even this simple task as a performance. The narrator cynically describes how O'Dell 'holds the slice of toast to her mouth, bites and chews, then bites again. Swallows'. This deliberately portrays her mother as a star 'not just on screen or on the stage, but at the breakfast table also.' Additionally, Enright successfully uses the adult narrator to reflect on a bittersweet childhood anecdote which describes how her mother fed 'the dog who waits under the table, like a dog in the movies, for scraps and crumbs.' The inclusion of this detail highlights how the resigned narrator perceives that Katherine O'Dell prioritised her role as a radiant actress over her motherly duties.

Section II

Question 6

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

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Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1	3	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
2	3	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
3	4	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
4	4	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5
5	6	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5

Section II

Question	Marks	Content	Syllabus outcomes
6	20	Common Module – Texts and Human Experiences	EA12-1, EA12-3, EA12-5