



Newcastle Grammar School 2012

Paper One: Area of Study

HSC English (Advanced) Assessment Task 4 – Trial Examination Marking Guidelines and Feedback

Outcomes assessed: H1, H2, H3, H4, H6, H8, H10, H11

Section I

Question 1 (a) Discuss the importance of empathy in the writer's sense of belonging.

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Clearly identifies an idea about empathy conveyed through the text (including textual detail) Explains how the idea is related to an aspect of belonging | 2 |
| <ul style="list-style-type: none"> Describes in a limited way an idea about empathy, not related to belonging | 1 |

Answers include (the list is not exhaustive):

Idea about empathy:

- It is essential in all spheres of life for human understanding*
- We have taken it for granted*
- It is universally accessible, helping to overcome cultural differences*

Linked to sense of belonging:

- It connects us to others*
- It connects us to other cultures*
- It reaches across division*

Question 1 (b) Select ONE aspect of the visual text and explain how it offers a perspective on belonging?

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Identifies correctly one aspect of visual text Competently explains how it offers a perspective on belonging, using appropriate textual references | 2 |
| <ul style="list-style-type: none"> Describes or analyses in a limited way, a visual aspect (unrelated to belonging) | 1 |

Answers include (the list is not exhaustive)

Visual aspects include:

- Point of view (wealthy, indifferent Western)*
- Contrast between news articles*
- Contrast between food / newspaper article*
- Gaze of hungry child in article*
- Symbol of WPB*
- Irony of perspectives*
- Downward camera angle*

Linked to a perspective on belonging

- Lack of empathy between wealthy West / starving –*
- Child needs support of others to survive*
- Wealthy should support poor*

Question 1 (c) From this experience in the Death March, what does the narrator come to understand about the ways human beings express their sense of belonging?

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Explains ideas about the narrator's understanding of sense of belonging in the extract, using aptly chosen textual references | 3 |
| • Explains ideas about the narrator's understanding of sense of belonging in the extract in an adequate way, using some textual references | 2 |
| • Makes some reference to idea/s about the narrator's understanding of sense of belonging in the extract. | 1 |

Answers include (the list is not exhaustive):

The narrator's understanding of belonging includes:

- *Some exceptional people will always reach out to connect to others/ express empathy.*
- *Some people will never express empathy*
- *Human nature can sink to dreadful depths of human indifference*
- *Humanity can be found in the most surprising places*

Question 1 (d) How are personal insights into belonging conveyed in the poem?

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Analyses effectively, with aptly chosen textual references, the ways personal insights into belonging are evident in the poem | 3 |
| • Analyses adequately, with some textual reference, the ways some personal insights are evident in the poem | 2 |
| • Describes, with limited textual references, aspects of belonging | 1 |

Answers include (the list is not exhaustive):

The way Insights into belonging are represented

- *Some individuals stay apart and separate from others*
- *Some individuals choose not to express or receive empathy.*
- *Metaphor of "rock", "Island", "fortress" "armour" etc*
- *Imagery of Seasons (winter)*

Question 1 (e) How effectively do the composers of TWO of these texts represent understandings of the links between ourselves and the larger world?

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Analyses effectively how TWO composers represent understandings between ourselves and the larger world, drawing judiciously on specific textual detail. | 5 |
| • Analyses soundly how TWO composers represent understandings between ourselves and the larger world, drawing on some textual detail. | 3-4 |
| • Describes or summarises some aspects of TWO texts composers with limited understanding of links between ourselves and the world. | 1-2 |

Many different structures and approaches adopted. Some deal with texts chronologically; others use synthesis extensively.

The analysis needs to be "sustained" and text "specific". The best responses are 2 or more pages.

There is a tendency among some to forget that analysis in this task is about the nature of representation and "how" language ie meaning is shaped through techniques. Simply "explaining" key ideas about belonging in the texts is NOT enough. There must be analysis and evaluation to achieve top marks.

Section II – Writing Task

Compose a creative piece that captures the significance of reaching out beyond ourselves.

Question 2

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">• Composes skilfully an engaging piece of imaginative writing captures the significance of reaching out beyond ourselves.• Skilfully explores the experience of belonging• Demonstrates skilful control of language and structure appropriate to audience, purpose and context | 13–15 |
| <ul style="list-style-type: none">• Composes effectively a piece of imaginative writing drawing on an idea from one of the quotations• Effectively explores Skilfully explores the experience of belonging• Demonstrates effective control of language and structure appropriate to audience, purpose and context | 10–12 |
| <ul style="list-style-type: none">• Composes a piece of imaginative writing drawing on an idea from one of the quotations• Explores aspects of the experience of belonging• Demonstrates adequate control of language and structure appropriate to audience, purpose and context | 7 – 9 |
| <ul style="list-style-type: none">• Attempts to compose a piece of writing• Attempts to explore the experience of belonging• Demonstrates limited control of language and structure with limited appropriateness to audience, purpose and context | 4 – 6 |
| <ul style="list-style-type: none">• Attempts to compose a response• Demonstrates elementary control of language | 1–3 |

Comment: