



**CATHOLIC SECONDARY SCHOOLS ASSOCIATION
2012 TRIAL HIGHER SCHOOL CERTIFICATE EXAMINATION
ENGLISH STANDARD AND ADVANCED PAPER 1 – MARKING GUIDELINES**

**Section I
15 marks**

Text 1 – Visual Text

(a) (2 marks)

Outcomes Assessed: H1, H3, H4, H5, H6

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">Clearly explains how ONE aspect of the visual text represents a positive view of belonging	2
<ul style="list-style-type: none">Identifies an appropriate aspect from the visual text without attempting to explain the connection to a positive aspect of belonging; attempts to explain how ONE aspect of the visual text represents a positive view of belonging but without clarity	1

Answers could include reference to:

- The foregrounded yellow and orange figures and their back-to-back positioning suggesting a positive connection between them.
- The mirror image of the figures suggesting compatibility
- The repetition of the colours in the figures and the leaves of the tree represent harmony between the characters and nature.
- The carefree motion of the girl swinging implies accord with the environment and the experience of childhood and/or the other children.
- A lack of alienation suggested by the motif of warm autumnal colours; the harmony of the figures in the landscape.
- The irony of the isolation of the girl on the swing still being connected to the foregrounded figures through her involvement in childhood play.

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Text 2 – Poem

(b) (2 marks)

Outcomes assessed: H1, H3, H4, H5, H6

Targeted Performance Bands: 3-6

Criteria	Marks
• Explains with aptly chosen textual references the way/s the idea of rejection is/are conveyed in the poem	2
• Describes with some textual reference the idea of rejection in the poem	1
• Does not adequately explain how the idea of rejection is conveyed in the poem; limited or no textual reference	0

Answers could include reference to:

- The connotations of the title “First Ice”
- The subsequent repetition of the words “first ice” in the poem
- The repetition of “alone, alone”.
- The metaphor of first ice.
- The emotional impact of the last line of the poem.
- The connotative imagery of being dressed up (“She wears earrings.” “...lipstick...”) but rejected.
- Cumulative detail associated with cold: ice, freezes, draughty, icy, first ice, frozen tears, to emphasise the feeling of rejection.

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Text 3 – Short Story Extract from “The Freshest Boy”

(c) (3 marks)

Outcomes Assessed: H1, H3, H4, H5, H6

Targeted Performance Bands: 3-6

Criteria	Marks
• Explores with clarity and aptly chosen textual references the contrast between belonging and not belonging	3
• Explains with some textual reference the contrast between belonging and not belonging	2
• Describes with limited textual reference the contrast between belonging and not belonging	1
• Makes little or no reference to the contrast between belonging and not belonging; makes little or no reference to the text	0

Answers could include reference to:

- Use of the disjunctive “But...” to begin the second sentence of the passage which shows the sense of comfort and belonging that Basil’s rich inner life confers.
- Emotive language used to show Basil’s growing common sense – “Basil was wise enough not to presume upon...”
- Imagery – “...a master who had hitherto disliked him put his hand on his shoulder...”
- Balanced sentence – “There would be new fresh boys in September; he would have a clean start next year.” This is a definitive statement of improved belonging in the future.
- The use of the nickname “Lee - y” confers immediate belonging on Basil by his former enemy.
- Connotative language – “flushed”.
- The shift of narrative voice in the coda.
- The authorial voice – “It isn’t given to us to know those rare moments when people are wide open and the lightest touch can wither or heal.”
- The contrast of the language in the opening sentence and the closing sentence – “Basil was snubbed and slighted...” to “took it to bed with him that night ...holding it to him happily...”

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Text 4: Autobiography Extract

(d) Comment on the way Gooneratne uses imagery to communicate a sense of belonging. (3 marks)

Outcomes Assessed: H1, H3, H4, H5, H6

Targeted Performance Bands: 4-6

Criteria	Marks
• Comments insightfully on the use of imagery to communicate a sense of belonging, with aptly chosen textual references	3
• Comments on the use of imagery to communicate a sense of belonging, with some textual reference	2
• Identifies imagery; does not necessarily connect identified imagery with the sense of belonging communicated; comments on a sense of belonging, does not identify imagery	1
• Makes no connection between imagery and a sense of belonging; little or no identification of imagery	0

Answers could include reference to:

- The personification of the tree; the tree is enlivened and given the identity of an integral character in the family history.
- The extended metaphor of the family tree.
- The possessive pronoun “our” suggestive of the tree being beloved.
- The use of cumulative detail to build a positive, intimate relationship – “...roots that dangled in long, thick bunches, from its spreading boughs.”
- The use of the gentle visual imagery indicative of the children’s care for the tree – “...as [they were] scooping out sand very gently with [their] fingers” from between its roots, enhanced by the ‘s’ alliteration.
- The photograph of the eleven children... crammed into the hollow chamber between the roots of that tree, united in play, in kinship, and in love.”
- The use of the word “tribe” to convey belonging, kinship.
- Rapid compilation of visual images – “...a trick of light, a flash of water on a stone wall, the shadow of a branch, or the rustle of dry leaves” that can conjure an image of the past.
- The use of exclamation to reinforce the excitement of remembering a sense of belonging and capturing the euphoria of the speaker.

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Texts One, Two, Three and Four.

(e) Choose TWO texts.

Compare how your selected texts represent the impact of particular experiences on an individual's sense of belonging.

(5 marks)

Outcomes Assessed: H1, H2, H3, H4, H5, H6, H7

Targeted Performance Bands: 5-6

Criteria	Marks
<ul style="list-style-type: none">Compares effectively how two texts represent the impact of particular experiences on an individual's sense of belongingSupports response with sophisticated analysis of two texts	5
<ul style="list-style-type: none">Compares how two texts represent the impact of particular experiences on an individual's sense of belongingSupports response with sound analysis of two texts	3-4
<ul style="list-style-type: none">Describes the impact of particular experiences on an individual's sense of belongingMakes some or limited textual reference; may be incomplete	1-2

Students could make reference to the following aspects of texts in order to draw comparison between texts:

Text 1

- The merging of the colours on the backs of the two figures representing a sense of harmony and the positive impact of the childhood experience of belonging.
- The symbolism of the blue sky reflecting the idea of positive interaction between humans and nature.
- The tree as a source of play, shelter and relaxation complicit in positive childhood experiences and/or fond memories of relationship.

Text 2

- The motif of cold throughout the poem; "freezes", "draughty", "fingers icy", "icy street", "frozen tears..." represents the negative impact of first rejection.
- Poet's use of phrasing and punctuation; end stopped and enjambed lines reinforces the experience of rejection.
- Poet's description of a precise and exact incident that allows responders to infer meaning about the girl's experience.

Text 3

- The juxtaposition of then and now statements that are suggestive of hope – "Basil was snubbed..." - "were nice to him now..."
- Fitzgerald's focus on a particular moment in time – a specific incident – that leads to a positive impact.

Text 4

- Where the other texts focus on a specific incident, Gooneratne uses shifts in tense to create an understanding of the past and present that is expansive and imaginative in its depiction and synthesis of disparate experiences.

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- The composer represents the positive impact of the past through recollection of particular experiences, people, the tree, Sonia, Father, the games, the photographs.
- Intertextuality of the Dryden quotation is indicative of how the past is subject to decay yet the creative imagination preserves memories of place and family and friends associated with it.
- The way stimuli of present experiences conjure up the past; the way present experiences contrast to the past.

Students may compare

- the ways personal stories are shaped to reflect on relationship/s.
- the focus on a particular incident as opposed to a more expansive depiction of disparate experiences, as in Texts 2 and 4, for example.
- associations with place, for example, Texts 1 and 4 both make use of the positive associations of childhood experiences and nature – the tree central in the visual text, and the extended metaphor of tree in the autobiography extract.
- representations of past and present in Texts 3 and 4.
- and contrast the use of images to represent the impact of particular experiences on an individual's sense of belonging in Texts 1 and 2.

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Section II
15 marks

Question 2 (15 marks)

Outcomes Assessed: H3, H8, H10, H11

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the significance of belonging in the context of the question • Demonstrates highly developed ability to use stylistic devices and language features appropriate to particular text type with precision, originality and flair • Demonstrates highly developed ability to draw upon the imagination to transform ideas into text • Demonstrates highly developed control of expression and form appropriate to audience, purpose and context 	13-15
<ul style="list-style-type: none"> • Demonstrates strong understanding of the significance of belonging in the context of the question • Demonstrates strong ability to use stylistic devices and language features appropriate to a particular text type effectively • Demonstrates sustained ability to draw upon the imagination to transform ideas into text • Demonstrates effective control of expression and form 	10-12
<ul style="list-style-type: none"> • Demonstrates sound understanding of the significance of belonging in the context of the question • Demonstrates sound ability to use stylistic devices and language features appropriate to a particular text type • Demonstrates sound ability to draw upon the imagination to transform ideas into text • Demonstrates sound control of expression and form 	7-9
<ul style="list-style-type: none"> • Demonstrates some understanding of the significance of belonging • Demonstrates some ability to use stylistic devices and language features appropriate to a particular text type • Demonstrates some ability to draw upon the imagination to transform ideas into text • Demonstrates some control of expression and form 	4-6
<ul style="list-style-type: none"> • Demonstrates elementary understanding of the significance of belonging • Demonstrates elementary use of stylistic devices and language features appropriate to a particular text type • Demonstrates elementary ability to draw upon the imagination to transform ideas into text • Demonstrates elementary control of expression and form 	1-3
<ul style="list-style-type: none"> • Non-attempt, virtual non-attempt, non-serious attempt 	0

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Section III

15 marks

Question 3 (15 marks)

Outcomes Assessed: H1, H2, H3, H4, H5, H6, H7, H8, H10

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates insightful knowledge and perceptive understanding of a prescribed text and additional text/s• Displays a highly developed ability to evaluate the structures, language forms and features of texts and the way these shape meaning and influence responses• Communicates a sustained response that arises from highly effective interpretation and analysis and addresses the terms of the question• Demonstrates highly effective control of language appropriate to audience, purpose and form	13-15
<ul style="list-style-type: none">• Demonstrates detailed knowledge and strong understanding of a prescribed text and additional text/s• Displays a well developed ability to analyse the structures, language forms and features of texts and the way these shape meaning and influence responses• Communicates a sustained response that is based on effective interpretation and analysis and addresses the terms of the question• Demonstrates effective control of language appropriate to audience, purpose and form	10-12
<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of a prescribed text and additional text/s• Displays sound ability to describe the structures, language forms and features of texts and the ways these shape meaning and influence responses• Communicates a response that is based on satisfactory interpretation and addresses the terms of the question• Demonstrates sound control of language appropriate to audience, purpose and form	7-9
<ul style="list-style-type: none">• Demonstrates some knowledge and understanding of a prescribed text and additional text/s• Attempts to describe the structures, language forms and features of texts and the way these shape meaning and influence responses• Communicates a response that is based on some interpretation and attempts to address the question• Demonstrates some control of language appropriate to audience, purpose and form	4-6
<ul style="list-style-type: none">• Demonstrates elementary knowledge and understanding of a prescribed text and additional text/s• Provides an elementary description of the structures, language forms and features of the specified texts and demonstrates little or no recognition of how these aspects of language shape meaning and influence responses• Communicates an elementary response to the question• Demonstrates elementary control of language appropriate to audience, purpose and form	1-3
<ul style="list-style-type: none">• Non-attempt, virtual non-attempt, non-serious attempt	0

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