



HSC SIMULATED EXAM

Marking Criteria

English Advanced - Paper I
Texts & Human Experiences

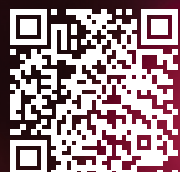


WESTERN SYDNEY
UNIVERSITY



STUDY AT
WESTERN

EXPLORE OUR *PROGRAMS*



DIFFERENT WAYS TO GET INTO UNI

Just because you don't fit the usual entry-mould for uni doesn't mean you can't get in. Maybe you didn't get the ATAR you wanted. Maybe you don't have an ATAR at all. Maybe there were things happening in your life that got in the way of your study.

At Western, there are various pathways into your dream degree. Pathways include:

- Aboriginal and Torres Strait Islander Entry Program
- Schools Recommendation Scheme
- TAFE/Tertiary Education Pathways
- Rural Entry Admission Scheme
- Portfolio and Audition Pathways

westernsydney.edu.au/applicationpathways



SCHOLARSHIPS

Each year, Western offers \$20 million in scholarships for a range of University, government and donor-funded opportunities.

There are over 100 scholarships across a variety of categories:

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- High Potential Scholarships: Recognising excellence, engaged leaders, elite athletes and Western program participants
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- Humanitarian Scholarships: Enabling refugees and asylum seekers to achieve their dreams

westernsydney.edu.au/scholarships

HSC TRUE REWARD

WESTERN'S EARLY OFFER PROGRAM FOR YEAR 12 STUDENTS

Our HSC True Reward program provides an early offer based on your Year 11 or Year 12 subject results relevant to your dream degree, rather than a scaled ATAR.

Apply now to be considered for our upcoming offer rounds.

westernsydney.edu.au/truereward

NEED A BOOST?

See if you're eligible for adjustment factors or special consideration when you apply through UAC.

Receive up to ten adjustment factors, or points added to your ATAR

westernsydney.edu.au/adjustmentfactors



The College

YOUR PATHWAY TO WESTERN.

Kick-start your uni journey with confidence, with smaller class sizes and personalised support.

Our Diploma courses provide a springboard to diverse career options or your pathway into the second year of a Bachelor degree at Western.

westernsydney.edu.au/thecollege



The Academy

FUTURE THINKING. UNLIMITED POSSIBILITIES.

The Academy is a co-curricular program for students who want to learn, grow and transform as leaders and changemakers. Join our community of leaders by applying for membership to The Academy or enrolling in the Bachelor of Creative Leadership.

westernsydney.edu.au/theacademy

LOVE THESE SUBJECTS? SEE WHERE THEY CAN TAKE YOU! FIND YOUR PATH FROM HSC TO UNIVERSITY.

YOU LOVE ENGLISH? *WHY NOT STUDY:*

- B Communication
- B Screen Media (Arts and Production)
- B Education (Primary)
- B Education (Secondary)
- B Arts
- B Arts (Interpreting and Translation)
- B Laws
- B Performing Arts (Acting)
- B Music
- B Design (Visual Communication)
- B Music
- B International Studies

YOU LOVE STUDIES OF RELIGION? *WHY NOT STUDY:*

- B Arts
- B Social Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HISTORY? *WHY NOT STUDY:*

- B Arts
- B International Studies
- B Social Science
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Planning (Pathway to M Urban Management and Planning)

YOU LOVE VISUAL ARTS? *WHY NOT STUDY:*

- B Architectural Design
- B of Design
- B of Design and Technology
- B of Industrial Design (Honours)

YOU LOVE BUSINESS STUDIES? *WHY NOT STUDY:*

- B Business
- B Accounting
- B Education (Primary)
- B Education (Secondary)
- B Tourism and Event Management
- B Construction Management (Honours)

YOU LOVE LEGAL STUDIES? *WHY NOT STUDY:*

- B Criminology
- B Criminal and Community Justice
- B Cyber Security and Behaviour
- B Policing
- B Laws
- B Social Science
- B Humanitarian and Development Studies
- B Education (Primary)
- B Education (Secondary)
- B Construction Management (Honours)
- B Social Work
- B Youth Work

YOU LOVE COMMUNITY AND FAMILY STUDIES STUDIES? *WHY NOT STUDY:*

- B Arts
- B Criminology
- B Nursing
- B Midwifery
- B Psychology (Honours)
- B Psychological and Social Sciences
- B Social Science
- B Youth Work
- B Social Work
- B Humanitarian and Development Studies
- B Education (Early Childhood)
- B Education (Primary)
- B Education (Secondary)

YOU LOVE PHYSICS? *WHY NOT STUDY:*

- B Science
- B Education (Primary)
- B Education (Secondary)
- B Engineering
- B Architectural Design
- B Industrial Design (Honours)
- B Design and Technology

YOU LOVE CHEMISTRY? *WHY NOT STUDY:*

- B Science
- B Medical Science
- B Education (Primary)
- B Education (Secondary)

YOU LOVE HEALTH AND MOVEMENT SCIENCE? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Exercise Physiology
- B Exercise Science
- B Sport and Performance Science
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Traditional Chinese Medicine
- B Nursing
- B Midwifery
- B Education (Primary)

YOU LOVE MATHEMATICS? *WHY NOT STUDY:*

- B Computer Science
- B Data Science
- B Information and Communication Technology
- B Information Systems
- B Mathematics
- B Engineering
- B Education (Primary)
- B Education (Secondary)
- B Planning (Pathway to M Urban Management and Planning)
- B Accounting

YOU LOVE BIOLOGY? *WHY NOT STUDY:*

- B Health Science
- B Health, Physical Education and Sport
- B Occupational Therapy
- B Paramedicine
- B Physiotherapy
- B Podiatric Medicine
- B Speech Pathology
- B Sport and Performance Science
- B Traditional Chinese Medicine
- B Science
- B Medical Science
- B Nursing
- B Midwifery
- B Education (Primary)
- B Education (Secondary)
- B Clinical Science/Doctor of Medicine

At Western, we have a wealth of support services to help you navigate your university journey:

- Programs to help you settle into uni life as well as your studies
- Student Welfare Service
- Counselling and mental health and wellbeing services
- Disability services

- Members of the ADF – Student Veteran Program
 - Elite athletes and performers support
- westernsydney.edu.au/support

Advanced Paper 1, Section 1 Marking Criteria and Marker's Feedback

Question 1 - Photograph

Explain how the photographer uses visual techniques to reveal the paradox of the human experience. (3 marks)

Criteria	Marks
Explains effectively how visual techniques are used to reveal the paradox of the human experience.	3
Explains how visual techniques are used to reveal the paradox of the human experience.	2
Describes how the text represents the paradox of the human experience.	1

Marker's feedback:

To get 3/3, this question required you to explicitly analyse at least two TEEs which answer the question on the paradox of the human experience. The techniques must be visual techniques only. Each TEE must have been linked to a paradox of the human experience. You could have had the same paradox but with two different TEEs.

Question 2 - Speech

How does the speaker use persuasive language to achieve her purpose?

(5 marks)

Criteria	Mark
- Clearly identifies the speaker's purpose. - Analyses skillfully how the speaker uses persuasive language to achieve her purpose using well-chosen supporting evidence.	5
- Clearly identifies the speaker's purpose. - Analyses how the speaker uses persuasive language to achieve her purpose using appropriate supporting evidence.	4
Describes how the speaker uses persuasive language to achieve her purpose with some supporting evidence.	2-3
Provides some relevant information about the text.	1

Marker's feedback:

To get 5/5, this question required you to explicitly identify the speaker's purpose and analyse at least four TEEs which linked to the speaker's purpose. The techniques must be persuasive techniques only. Students generally did select persuasive techniques such as rhetorical questions, statistics, logos and pathos. However, I was generous in your choice of technique. For example, if you analysed first or second person narration but without linking it to how it appeals to the audience, I still paid you. A lot of students analysed the extended metaphor of "house on fire" which was fine, but then you didn't identify what the "house" was being compared to. A hot tip for you is when analysing metaphor or extended metaphor, you must explicitly elaborate on the two things that are being compared. Otherwise, forget about the extended metaphor and analyse motifs instead.

Question 3 - Non-fiction extract

Compare how Text 2 and Text 3 explore humanity's relationship with the natural world.

(8 marks)

Criteria	Mark
Compares skillfully how Text 2 and Text 3 explore humanity's relationship with the natural world using well-chosen supporting evidence.	7-8
- Compares how Text 2 and Text 3 explore humanity's relationship with the natural world using appropriate supporting evidence. - May have an imbalance of analysis of the texts.	5-6
- Describes how Text 2 and Text 3 explore humanity's relationship with the natural world using some supporting evidence. - May have an imbalance of analysis of the texts.	3-4
Provides some relevant information about the texts.	1-2

Marker's feedback:

To get 8/8, this question required you to explicitly analyse at least eight TEEs: four for each text and you needed to compare the texts at least twice. Compare means similarities and differences; contrast means differences. Students wasted time on an introduction which was unnecessary. When time is running out, for a question that is worth nearly a half of the total marks, you just need to pump out TEEs that answer the question. The comparative points do not have to be sophisticated, they just need to make sense. Some students misunderstood Text 3 and claimed that Baird is criticising the silence of humanity. Text 3's extract is encouraging humans to value the 'silence' that nature offers.

Question 4 - Poem

How effective is imagery used to capture a moment of reflection?

(4 marks)

Criteria	Mark
• Justifies skillfully how imagery is used to capture a moment of reflection.	4
• Explains effectively how imagery is used to capture a moment of reflection.	3
• Explains how imagery is used to capture a moment of reflection.	2
• Provides some relevant information about the text.	1

Marker's feedback:

To get 4/4, this question required you to explicitly analyse at least three TEEs which answer the question on a moment of reflection. The techniques must be a variation of imagery such as visual, auditory, temporal and seasonal. Students analysed a range of techniques such as repetition and alliteration which were redundant. To engage with the evaluative aspect of the question: "How effective..." you needed to justify why this particular type of imagery was successful in capturing a moment of reflection. A really easy way to do this is to discuss the impact on the audience.

Sample answer: Frost heavily relies on imagery to capture a moment of reflection as it successfully creates distinct images in the audience's mindscape. The poem's title immediately hints to the central theme of the text as the title "Stopping by Woods on a Snowy Evening" uses temporal imagery to reinforce the notion that "evening" is typically a time for reflection. Furthermore, the effective use of seasonal imagery of winter: "He will not see me stopping here/To watch his woods fill up with snow," allows the audience to draw a distinct conclusion that the persona is reflecting on his relationship with his physical environment and the people who live in it as winter is a reflective season. Additionally, the symbolic "frozen lake" further captures a moment of reflection as the lake that is frozen is an indication of a pause which the visual imagery creates an image of inertia in the audience's mind. Therefore, Frost's purposeful craft of a persona who undergoes a series of reflective moments allows the audience to contemplate on their own life and realise the significance of reflection as part of the human experience.

Section II
20 marks

Question 6 (20 marks)

Explore how your prescribed text has generated an emotional and/or cognitive response for you from the composer's exploration of universal human experiences.

In your response, make detailed reference to your Texts and Human Experiences prescribed text.

Criteria	Marks
• Explains skilfully how the prescribed text has generated an emotional and/or cognitive response for the audience from the composer's exploration of universal human experiences. • Presents an insightful response with detailed analysis 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
• Explains effectively how the prescribed text has generated an emotional and/or cognitive response for the audience from the composer's exploration of universal human experiences. • Presents a thoughtful response with analysis supported by textual references from the prescribed text. • Writes an organised response using language appropriate to audience, purpose and context.	13-16
• Explains how the prescribed text has generated an emotional and/or cognitive response for the audience from the composer's exploration of universal human experiences. • Presents a response with some analysis supported by some textual references from the prescribed text. • Writes an adequate response using language appropriate to audience, purpose and context.	9-12
• Expresses limited understanding of how the prescribed text has generated an emotional and/or cognitive response for the audience from the composer's exploration of universal human experiences. • Describes aspects of the text. • Writes a limited response.	5-8
• Refers to prescribed text in an elementary way. • Attempts to compose a response.	1-4



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