

This document shows the layout of the examination and provides some sample questions for each of the sections.

English Studies

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black pen
- A Stimulus Booklet is provided with this paper

Total marks: 70

Section I – 20 marks (pages 3–4)

- Attempt all questions
- Allow about 45 minutes for this section

Section II – 20 marks (page 5)

- Attempt Question x
- Allow about 45 minutes for this section

Section III – 15 marks (pages 6–7)

- Attempt Question y
- Allow about 30 minutes for this section

Section IV – 15 marks (page 8)

- Attempt Question z
- Allow about 30 minutes for this section

The first HSC examination for the new English Studies Stage 6 syllabus will be held in 2019.

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The English Studies examination specifications can be found in the *Assessment and Reporting in English Studies Stage 6* document.

Questions will require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course.

There is no expectation that all of the Year 12 content will be examined each year. The examination will test a representative sample of the Year 12 content in any given year.

The following sample questions provide examples of some questions that may be found in HSC examinations for English Studies. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Marking guidelines for Sections I, II, III and IV are provided. The marking guidelines indicate the criteria associated with each mark or mark range, and provide sample answers for the short-answer questions (Section I). In the examination, students will record their answers to Sections I, II, III and IV in separate writing booklets.

The sample questions, annotations and marking guidelines provide teachers and students with guidance as to the types of questions to expect and how they may be marked. They are not intended to be prescriptive. Each year the structure of the examination may differ in the number and type of questions to those given in this set of sample questions.

Note:

- Comments in coloured boxes are annotations for the purpose of providing guidance for future examinations.

Section I — Texts and Human Experiences

20 marks

Attempt all questions

Allow about 45 minutes for this section

There will be five or six questions in this section. Questions may contain short-answer and objective-response parts. At least two items will be common to English Standard.

These questions are examples of the types of questions that may be asked in Section I. This is NOT a sample paper and therefore the marks do not aggregate to 20.

Your answers will be assessed on how well you:

- demonstrate understanding of human experiences in texts
- analyse, explain and assess the ways human experiences are represented in texts

Examine **Texts 1, 2, 3, 4, 5** and **6** in the Stimulus Booklet carefully and then answer the questions below.

Example A (1 mark) English Studies only

What is **Text 1** suggesting about the individual's ability to access information and experiences in the modern world?

- A. You have to pay for apps.
- B. The opportunities are limitless.
- C. There are more opportunities every day.
- D. You need to have the right kind of phone.

Example B (2 marks) English Studies only

What does the image in **Text 2** suggest about the ways that human experiences are shared?

Example C (3 marks) English Studies only

How does the writer of **Text 3** use language to explore the experience of arriving in a new place?

Course will not be identified in HSC examination papers. These notes are to illustrate the common items.

Example D (3 marks) English Studies and English Standard ←

Use **Text 4** to answer this question.

How does the poem convey what is valued by the persona?

Example E (4 marks) English Studies and English Standard ←

Use **Text 5** to answer this question.

Analyse how the song lyrics express the contradictory experiences of loss and hope.

Example F (3 marks) English Studies and English Standard ←

Use **Text 6** to answer this question.

Explain how the poet's use of language expresses the persona's relationship with the land.

Each question requires students to respond to a specific aspect of human experience.

Questions in Section 1 are targeted at specific course candidatures.

Section II — Texts and Human Experiences

20 marks

Attempt Question x

Allow about 45 minutes for this section

There will be one question which will require a sustained response based on the candidate's prescribed text. The question may include stimulus and/or unseen texts.

These questions are examples of the types of questions that may be asked in Section II.

This section is common to English Studies, English Standard and English Advanced.

Your answer will be assessed on how well you:

- demonstrate understanding of human experiences in texts
- analyse, explain and assess the ways human experiences are represented in texts
- organise, develop and express ideas using language appropriate to audience, purpose and context

Example A (20 marks)

How has your understanding of the challenges of the human experience been shaped by the director's use of mise-en-scène in your prescribed text?

Example A is specific to the form of the prescribed texts, in this case film.

Example B (20 marks)

Analyse how the representation of the natural environment shapes your understanding of family in *Past the Shallows*.

Example B is specific to the prescribed text.

Example C (20 marks)

Through the telling and receiving of stories, we become more aware of ourselves and our shared human experiences.

Explore this statement with close reference to your prescribed text.

Example C uses a statement as a stimulus. It is generic for all prescribed texts.

The prescribed texts are listed in the Stimulus Booklet.

Section III – Elective Modules

15 marks

Attempt Question y

Allow about 30 minutes for this section

There will be one question which will require a sustained response based on one of the candidate's syllabus modules.

Your answer will be assessed on how well you:

- demonstrate understanding of the key ideas of the module that has been studied
- demonstrate understanding of ways that language has shaped meaning in texts
- organise, develop and express your ideas using language appropriate to audience, purpose and form

Questions in Section III require ONE response about ONE of the modules below:

- A: We are Australians
- B: Telling us all about it
- C: On the Road
- D: Digital Worlds
- E: Playing the Game
- F: MiTunes and Text
- G: Local Heroes
- H: Part of a Family
- I: Discovery and Investigation
- J: In the Marketplace
- K: The Big Screen
- L: Who do I think I am?
- M: Landscapes of the Mind
- N: The Way we Were

Students cannot use a school-designed module for this section.

Clearly identify the module you are responding to in answering your question.

Example A (15 marks)

During your HSC year in English Studies, you examined a variety of texts. Choose ONE text from ONE module you have studied.

Write a review of this text, explaining why it is suitable for the module in which it was studied.

Example B (15 marks)

You have been invited to return to your school two years after graduation to speak to a class about the module in English Studies that had the most significant effect on you.

Specifically, the teacher would like you to discuss the suitability and value of the texts studied in the module.

Write the speech you would give to the class.

In your response, make close reference to TWO texts from ONE module you have studied.

Section IV – Writing Skills

15 marks

Attempt Question z

Allow about 30 minutes for this section

There will be one question which will require an imaginative, persuasive, informative or reflective response.

Your answer will be assessed on how well you:

- organise, develop and sustain your ideas
 - control language appropriate to audience, purpose and context
-

Example A (15 marks)

Education is the most powerful weapon which you can use to change the world.

NELSON MANDELA

Stimulus material may include quotations, statements, extracts or a visual text.

Present an argument in response to this quotation. You may write in any form.

Example B (15 marks)

2018 is the International Year of Reading. Your local council has asked the community to suggest how people could be encouraged to use the local community library and read more. Write an email to the council explaining how the library could be more useful for all the people in your local community.

In your response, include specific examples of collections and services that should be offered by the library.

Example C (15 marks)

Using the setting described in **Text 3** of the Stimulus Booklet, compose an imaginative piece of writing which shows how place can have a lasting impact on a person's life.

End of sample questions

English Studies

Stimulus Booklet for Section I *and* List of prescribed texts for Section II

	Pages
<hr/> Section I	
• Text 1 – Image	2
• Text 2 – Image	3
• Text 3 – Fiction extract	4
• Text 4 – Poem	5
• Text 5 – Song lyrics	6–7
• Text 6 – Poem	8
<hr/> Section II	
• List of prescribed texts	9–10

Section I

Text 1 — Image



Text 2 — Image



Text 3 — Fiction extract

The river was right there, a sharp crumble of bank the only indication of its previous might. Dom watched its viscous* flow. He found it hard to imagine it full and rushing. The water was murky and looked too shallow for a decent swim; he needed to explore, follow the track along the bank until he found a better area downstream. On the grassy plateau below, the garden beds were half dead from the drought, although a sparse planting of knobby shrubs with red flowers seemed to be doing okay.

Directly opposite on the far bank of the river stood the monolithic** RSL, a broad grey face full of glittering teeth. Beside it the bowling club's greens were deserted, the two rectangles of turf tranquil as lakes. A breeze came up off the river. Dom caught the smell of eucalyptus, dry grass and an undertow of cow. *The country*. There was something else in it, too, something green that clung to his throat. Slime green, pond-scum green. He breathed in the smell of his new home until he couldn't distinguish grass from dung from decomposition. Until they blended to become one hot breath.

The afternoon sun flared as it sank towards the range of mountains in the west. He closed his eyes and the world turned orange. He imagined himself in a desert, wandering among towering dunes and rivulets*** of sand. He peered down the length of the river until it bent under the iron bridge to the right and was out of sight. There were worse places than this to be posted, he thought. Arid places poisoned by salt, pricked by thorny plants and ravaged by dust.

ADRIENNE FERREIRA
Extract from *Watercolours*

* viscous *thick, sticky consistency*
** monolithic *massive, unchangeable*
*** rivulets *small streams*

Text 4 — Poem

Where am I?

I am desperate for connection.
I must have hit a black spot.
The sun is glaring at me and blinding
my display screen.
All I can see is my own face.
Coarse sand has crept between my toes.
I have wandered too far.
I need to google a map, text someone
who will reconnect me.
This shell, this sand, the smell of rotting kelp.
I poke at the dead things with pieces of driftwood.
This strange salty wind, seagulls and what lookout.
How can a message washed up in an old bottle
compare to my new slate black iPhone?

KAREN KNIGHT

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Text 5 — Song lyrics

Note: During World War II, many Australian women married American soldiers who were stationed here. After the war they travelled by train to Sydney and Melbourne to board ships to America so that they could be reunited with their American husbands.

Bridal Train

A telegram arrived today,
Well it's time to catch the Monterey
'Cause the man I wed, he waits for me
And a daughter that he's yet to see

US Navy beamed its message,
Will deliver brides on a one way passage
It made big news across the nation
The bridal train leaves from Perth station

All the girls around Australia
Married to a Yankee sailor
The fare is paid across the sea
To the home of the brave and the land of the free

From west to east the young girls came
All aboard the bridal train
It was a farewell crossing of her land
She's gone to meet her sailor man
No time for sad goodbyes,
Well she held her mother as she cried
And then waited there in the Freo rain,
To climb aboard the bridal train

Well she was holding her future in her hand
Yeah the faded photo of her man
Catch a sailor if you can
The war bride leaves a southern land

All the girls around Australia
Married to a Yankee sailor
The fare is paid across the sea
To the home of the brave and the land of the free

Text 5 continues on page 7

Text 5 (continued)

From west to east the young girls came
All aboard the bridal train
It was a farewell crossing of her land
She's gone to meet her sailor man

Now this is the story of those starry nights
Through desert plains and city lights
Through burning sun and driving rain
They wept aboard the bridal train

All the girls around Australia
Married to a Yankee sailor

THE WAIFS

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End of Text 5

Text 6 — Poem

Awaiting copyright

This text is a poem
by W Les Russell called *Red*
published in *Inside Black Australia*,
Kevin Gilbert (ed.),
Penguin Books Ltd, 1989.

Section II

The prescribed texts for Section II are:

- **Prose Fiction**
 - Anthony Doerr, *All the Light We Cannot See*
 - Amanda Lohrey, *Vertigo*
 - George Orwell, *Nineteen Eighty-Four*
 - Favel Parrett, *Past the Shallows*

- **Poetry**
 - Rosemary Dobson, *Rosemary Dobson Collected*

The prescribed poems are:

 - * *Young Girl at a Window*
 - * *Over the Hill*
 - * *Summer's End*
 - * *The Conversation*
 - * *Cock Crow*
 - * *Amy Caroline*
 - * *Canberra Morning*
 - Kenneth Slessor, *Selected Poems*

The prescribed poems are:

 - * *Wild Grapes*
 - * *Gulliver*
 - * *Out of Time*
 - * *Vesper-Song of the Reverend Samuel Marsden*
 - * *William Street*
 - * *Beach Burial*

- **Drama**
 - Jane Harrison, *Rainbow's End*, from Vivienne Cleven et al., *Contemporary Indigenous Plays*
 - Arthur Miller, *The Crucible*
 - William Shakespeare, *The Merchant of Venice*

Section II continues on page 10

Section II prescribed texts (continued)

- **Nonfiction**
 - Tim Winton, *The Boy Behind the Curtain*
 - * *Havoc: A Life in Accidents*
 - * *Betsy*
 - * *Twice on Sundays*
 - * *The Wait and the Flow*
 - * *In the Shadow of the Hospital*
 - * *The Demon Shark*
 - * *Barefoot in the Temple of Art*
 - Malala Yousafzai and Christina Lamb, *I am Malala*
- **Film**
 - Stephen Daldry, *Billy Elliot*
- **Media**
 - Ivan O’Mahoney
 - * *Go Back to Where You Came From*
– Series 1: Episodes 1, 2 and 3
and
 - * *The Response*
 - Lucy Walker, *Waste Land*

End of Section II

English Studies

Sample Questions Marking Guidelines

Section I

Example A: English Studies only

Criteria	Marks
<ul style="list-style-type: none"> Identifies the correct response 	1

Sample answer:

Correct answer: B

Example B: English Studies only

Criteria	Marks
<ul style="list-style-type: none"> Explains what the image suggests about the ways human experiences are shared 	2
<ul style="list-style-type: none"> Makes a relevant point about the image 	1

Sample answer:

The image conveys the message that in the modern world we can share human experiences through communication technologies such as smartphones. This is apparent through the image of the smartphone with the news on the screen, juxtaposed with the print newspaper.

Answers could include:

- Global news is available instantly through technologies indicated by the layered image of the phone, the world map and the newspaper.
- Print media is also a way to share the lives and experiences of others.

Example C: English Studies only

Criteria	Marks
• Demonstrates an understanding of how the writer uses language to explore the experience of arriving in a new place	3
• Demonstrates some understanding of how the writer uses language to explore the experience of arriving in a new place	2
• Provides some relevant information	1

Sample answer:

The protagonist feels a sense of displacement and disappointment because he is unfamiliar with the country. The use of derogatory descriptions expresses his disappointment, for example ‘too shallow’, ‘half dead’, ‘sparse’ and ‘murky’. His sense of displacement is emphasised by the personification of the RSL building with a ‘face full of glittering teeth’. There is also a sense of acceptance indicated in the use of italics, ‘*The country*’, to highlight the persona’s realisation of the reality of his post.

Answers could include:

- He expresses mixed emotions, ranging from revulsion through to interest in the new environment.
- This is expressed through the detailed observations and negative images such as ‘pond-scum green’ and the contrasting simile of the ‘turf tranquil as lakes’.
- The concluding contrast with worse places, ‘Arid places poisoned by salt’, reinforces his acceptance.

Example D: English Studies and English Standard

Criteria	Marks
• Demonstrates an understanding of how the poem conveys what is valued by the persona	3
• Demonstrates some understanding of how the poem conveys what is valued by the persona	2
• Provides some relevant information	1

Sample answer:

The persona values being connected to the world through technology. This is expressed through the emotive word ‘desperate’ in the first line and reinforced in the last two lines with a comparison between old methods of communication, ‘message . . . in an old bottle’, and new methods, ‘new slate black iPhone’. The rhetorical question in the final line reinforces the value placed on the technology.

Answers could include:

The persona’s disconnection from the environment is expressed through negative imagery such as ‘rotting kelp’, ‘dead things’ and ‘strange salty wind’. In contrast, they express a need to connect through technology, using jargon such as ‘google’ and ‘text’ to reinforce the personal value of technology.

Example E: English Studies and English Standard

Criteria	Marks
• Analyses effectively how the text expresses contradictory experiences of loss and hope	4
• Analyses how the text expresses contradictory experiences of loss and hope	3
• Describes how the text expresses experiences of loss and/or hope	2
• Makes a relevant point about the lyrics	1

Sample answer:

The song expresses the contradictory experience of young women being hopeful about beginning a new life with their husbands in America and the sense of loss that results from leaving Australia and their family. It has a positive tone expressed through the repetition in the chorus of ‘the home of the brave and the land of the free’. This uplifting tone is also created by the assonance created by the words ‘Yankee’, ‘sea’ and ‘free’. However, there is a sense of the vast distances that separate the women from family depicted through the images of travel through contrasting landscapes ‘across the sea’, ‘through desert plains . . . driving rain’. The use of the phrase ‘leaves a southern land’ reinforces the sense that this voyage will take the women away from home forever.

Answers could include:

- The use of future tense suggests hope ‘And a daughter that he’s yet to see’ and ‘she was holding her future in her hand’. This is reinforced with the image of the ‘faded photo’, symbolic of the connection that has lasted despite the passage of time.
- The feeling of loss is apparent in the emotive language in verse 4 ‘no time for sad goodbyes’ and ‘mother as she cried’.

Example F: English Studies and English Standard

Criteria	Marks
• Explains effectively how the poet’s use of language expresses the persona’s relationship with the land	3
• Explains how the poet’s use of language expresses the persona’s relationship with the land	2
• Provides some relevant information	1

Sample answer:

The poem is written in the form of a direct personal statement. It uses the symbolism of the colour red from the title to link the earth, sun, animals and plants back to blood. ‘Of which I am a part’ is repeated to further emphasise the persona’s close connection to the land and each of these phrases is associated with a different aspect of the land. This relationship is reinforced by the concluding statement of the final two lines.

Section II

These guidelines are generic and will need to be adjusted for specific questions.

Criteria	Marks
<ul style="list-style-type: none"> • Expresses deep understanding of complex ideas about human experiences represented in texts • Presents a skilful response with detailed analysis of 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"> • Expresses thoughtful understanding of ideas about human experiences represented in texts • Presents an effective response with analysis of well-chosen 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"> • Expresses some understanding of ideas about human experiences represented in texts • Presents a response with some analysis of textual references from the prescribed text • Writes an adequate response using language appropriate to audience, purpose and context 	9–12
<ul style="list-style-type: none"> • Expresses limited understanding of ideas about human experiences represented in texts • Describes aspects of the text • Attempts to compose a response with limited language appropriateness to audience, purpose and context 	5–8
<ul style="list-style-type: none"> • Refers to text in an elementary way • Attempts to compose a response 	1–4

Section III — Elective Modules

These guidelines are generic and will need to be adjusted for specific questions.

Criteria	Marks
<ul style="list-style-type: none"> • Expresses thoughtful understanding of the key ideas in the identified module • Provides a detailed explanation of how the chosen texts relate to the module • Composes a coherent and fluent response using language appropriate to audience, purpose and form 	13–15
<ul style="list-style-type: none"> • Expresses clear understanding of the key ideas in the identified module • Provides a competent explanation of how the chosen texts relate to the module • Composes an organised and clear response using language appropriate to audience, purpose and form 	10–12
<ul style="list-style-type: none"> • Expresses understanding of some ideas in the identified module • Provides some explanation of how the chosen texts relate to the module • Composes a clear response using language appropriate to audience, purpose and form 	7–9
<ul style="list-style-type: none"> • Expresses limited understanding of an idea in the identified module • Composes a response using some language appropriate to audience, purpose and form 	4–6
<ul style="list-style-type: none"> • Expresses a relevant point about the identified module using variable control of language 	1–3

Section IV — Writing Skills

These guidelines are generic and will need to be adjusted for specific questions.

Criteria	Marks
<ul style="list-style-type: none"> • Composes a thoughtful response that develops ideas that are relevant to the specific question • Composes an organised and clear response • Demonstrates developed control of language appropriate to audience, context and purpose 	13–15
<ul style="list-style-type: none"> • Composes a response that develops ideas that are relevant to the specific question • Composes a coherent response • Demonstrates competent control of language appropriate to audience, context and purpose 	10–12
<ul style="list-style-type: none"> • Composes a response with some ideas that are relevant to the specific question • Composes an adequate response • Demonstrates variable control of language appropriate to audience, context and purpose 	7–9
<ul style="list-style-type: none"> • Composes a limited response with some relevance to the specific question • Demonstrates limited control of language 	4–6
<ul style="list-style-type: none"> • Attempts to compose a response with minimal control of language 	1–3

HSC English Studies

Sample Questions Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	1	Common Module – Texts and Human Experiences	ES12-1, ES12-2	2–3
Example B	2	Common Module – Texts and Human Experiences	ES12-1, ES12-2	2–4
Example C	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5	2–4
Example D	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5	2–4
Example E	4	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5	2–5
Example F	3	Common Module – Texts and Human Experiences	ES12-1, ES12-2, ES12-5	2–4

Section II

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	20	Common Module – Texts and Human Experiences	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9	2–6
Example B	20	Common Module – Texts and Human Experiences	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9	2–6
Example C	20	Common Module – Texts and Human Experiences	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9	2–6

Section III

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	15	Elective Modules	ES12-1, ES12-4, ES12-7, ES12-9	2–4
Example B	15	Elective Modules	ES12-1, ES12-4, ES12-7, ES12-9	2–4

Section IV

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	15	Writing Skills	ES12-4, ES12-5, ES12-6, ES12-7	2–4
Example B	15	Writing Skills	ES12-4, ES12-5, ES12-6, ES12-7	2–4
Example C	15	Writing Skills	ES12-4, ES12-5, ES12-6, ES12-7	2–4