 Sample examination materials

English as an additional language or dialect (EAL/D) – paper 1

Sample questions marking guidelines

Section 1 – module A – Texts and Human Experiences

Part A

Question 1

| Criteria | Marks |
| --- | --- |
| * Provides an effective explanation of the paradox highlighted in text 1 | 2 |
| * Presents a general description of the paradox | 1 |

Sample answer

Text 1 depicts a young child, seemingly living in poverty with the rhetorical question ‘what if the person with the potential to cure cancer can’t afford an education’. This is a contradictory statement, a paradox, because while the child may have the ability to cure cancer, they cannot because they cannot afford an education. The contradiction may prove well founded as children living in poverty may have the capacity to do great things but are limited by their circumstance.

Question 2

| Criteria | Marks |
| --- | --- |
| * Effectively compares the representations of poverty in text 1 and text 2 with textual evidence | 3 |
| * Explains the representation of poverty in text 1 or text 2 with some textual evidence | 2 |
| * • Identifies a general idea about poverty in one of the texts with a general reference to text 1 or text 2, unsupported by textual evidence | 1 |

Sample answer

In text 1, poverty is represented as a limiting circumstance to one’s potential. The composer has used juxtaposition of the salient image with half the face of a child and the other half X-ray of DNA to highlight the possibility that children living in Belize have knowledge of science. Similarly, text 2 demonstrates the marginalising impact of poverty, making individuals feel alone and isolated. This representation of poverty is expressed through a metaphor, ‘climbing the long stairs of exile’. Both text 1 and text 2 convey a negative representation of poverty.

Questions 3

| Criteria | Marks |
| --- | --- |
| * Provides an effective explanation how language creates a sense of empathy in text 2 with an example | 2 |
| * • Provides a general explanation of empathy in text 2 or gives an example of empathy in text 2 | 1 |

Sample answer

The ability to understand and share the feelings of another is represented in text 2 through rhetorical questions. The persona forces the reader to question their sense of humanity through the lines ‘how exorcize, how purify, how bless. This fearful universal loneliness?’ In referencing the universal feeling of loneliness, the audience questions how to process the emotion, much like the persona.

Question 4

| Criteria | Marks |
| --- | --- |
| * • Provides an effective explanation of what Mark Grose’s comments reveals about Indigenous Australian health, including textual evidence | 3 |
| * • Provides an explanation of Mark Grose’s comments related to Indigenous Australian health or gives textual evidence with a general explanation | 2 |
| * • Identifies relevant point about the text or gives some textual evidence | 1 |

Sample answer

Mark Grose’s comments in text 3 about Gurrumul’s death reveal that there is still inequality between the health of Indigenous Australians and non-indigenous Australians. With regard to this inequality, Grose noted ‘there is a continuing gap that needs to be closed.’ His comments reveal that non-Indigenous people, who have a higher life expectancy that Indigenous people, need to ‘take some responsibility to help work towards better outcomes for Aboriginal people.’

Question 5

| Criteria | Marks |
| --- | --- |
| * Effectively explains what text 4 reveals about human behaviour * Explains how the responder is invited to see the world differently through the eyes of the persona * Gives textual evidence to coherently and fluently support the response | 5 |
| * Competently explains what text 4 reveals about human behaviour * Explains how the responder is invited to see the world differently through the eyes of the persona * Gives some textual evidence support the response | 4 |
| * Explains what text 4 reveals about human behaviour and either:   + explains how the responder is invited to see the world differently through the eyes of the persona or   + gives textual evidence to support the response | 3 |
| * Explains what text 4 reveals about human behaviour or * Explains how the responder is invited to see the world differently or gives some general textual evidence | 2 |
| * • Provides a relevant point about the text | 1 |

Question 5 (5 marks)

Sample answer

Text 4 reveals that the nature of human behaviour is one of responsibility often governed by fear. Humans have a duty to their children, much like the persona has to the look after the child; but are often fearful about the potential of the unknown. As the persona awakens in the woods, he is challenged by his surroundings, ‘barren, silent, godless… there’d be no surviving another winter here.’ Descriptive language highlights the desolate setting as the persona is challenged by the need to continue on their journey. This sense of urgency invites the responder to see the world as a foreboding, barren place where one must fight to survive.

Part B

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

| Criteria | Marks |
| --- | --- |
| * Skilfully demonstrates understanding of human experiences gained from the study of the prescribed text   Example A and B would use the quote as a starting point  Example C would use text 4 as a starting point   * Provides a detailed understanding of the ways language shapes and expresses perceptions * Skilfully uses the language structures and features of an extended response | 13-15 |
| * Effectively demonstrates understanding of human experiences gained from the study of the prescribed text   Example A and B would use the quote as a starting point  Example C would use text 4 as a starting point   * Provides a somewhat detailed understanding of the ways language shapes and expresses perceptions * Effectively uses the language structures and features of an extended response | 10-12 |
| * Soundly demonstrates understanding of human experiences gained from the study of the prescribed text   Example A and B would use the quote as a starting point  Example C would use text 4 as a starting point   * Provides a satisfactory understanding of the ways language shapes and expresses perceptions * Generally uses the language structures and features of an extended response | 7-9 |
| * Comments on human experience in the prescribed text   Example A and B, the quote is used in a limited way  Example C, text 4 is used in a limited way   * Uses some language structures and features of an extended response | 4-6 |
| * Attempts to respond to the question * Refers to the prescribed text and/or quote in a limited way; may rely heavily on recounting the plot * Limited control of language and expression | 1-3 |

Section 2 – focus on writing

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

| Criteria | Marks |
| --- | --- |
| * Skilfully organises, develops and sustains ideas relevant to the specific question   Example A, answers would refer to the ideas in the infographic  Example B, answers would refer to the novel excerpt   * Demonstrates highly controlled language appropriate to audience, context and purpose * Skilfully uses the forms and features relevant to the textual style and form   Example A, answers would be in the form of a feature article  Example B, answers would be in the form of creative writing | 13-15 |
| * Effectively organises, develops and sustains ideas relevant to the specific question * Demonstrates controlled language appropriate to audience, context and purpose * Effectively uses the forms and features relevant to the textual style and form | 10-12 |
| * Soundly organises, develops and sustains ideas relevant to the specific question * Adequate control of language appropriate to audience, context and purpose * Adequately uses the forms and features relevant to the textual style and form | 7-9 |
| * Attempts to develop an idea that is relevant to the specific question * Demonstrates limited control of language | 4-6 |
| * • Attempts to develop a response with minimal control of language | 1-3 |

This marking criteria was informed by and slightly adapted from the sample examination materials provided by NSW Education Standards Authority (NESA) on the following site:

[HSC English EALD paper 1 from NESA](http://educationstandards.nsw.edu.au/wps/wcm/connect/ce32b8d5-4096-461e-8bd5-81cbc81a83d6/sample-questions-new-hsc-english-eald-paper-1-exam-2019.pdf?MOD=AJPERES&CVID)