2002 HSC Notes from the Marking Centre English (ESL)

Contents

2002 HSC NOTES FROM THE MARKING CENTRE ENGLISH (ESL)

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in English (ESL). It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of English (ESL).

General Comments

In 2002, approximately 2,000 candidates attempted the English (ESL) examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Paper 1 – Language Study within an Area of Study

Section I

Question 1

General Comments

Overall, candidates' responses indicated that the majority had a good understanding of perspective in texts and the ways that composers shape meaning in texts.

This year's candidates demonstrated more effective organisational and time management skills than last year's cohort, resulting in fewer non-attempts of those parts of the question which were worth more marks. This suggests that candidates were better prepared in examination technique. However, some candidates still spent too much time and effort on question parts worth only one or two marks. Candidates need to be aware that the answer space allocated is a guide to the length of the required response.

Candidates need to be prepared to identify and analyse language features and techniques in a range of texts. They also need to be exposed to a range of visual texts to prepare for this question.

Specific Comments

(a)   All but a very small number of candidates were able to answer this literal comprehension question and gain one mark

(b)   Most candidates appear to have been well taught to identify perspectives in a text. The majority of candidates were easily able to identify two perspectives. Some candidates identified several perspectives but gained no additional marks for doing so.

(c)   The best responses identified a language technique, referred to the words in the paragraph that exemplified the technique and explained its effect, while many candidates gave a general effect without relating it to the passage. Some responses showed an inability to recognise any language techniques actually used in the specified paragraph and there were several non-attempts. This question proved to be a good discriminator.

(d)   Many candidates wrote detailed responses referring to features of language, structure and content and explained specific effects on the responder of each of these. At times candidates tended to include reasons for responder engagement that were similar to language techniques they had already identified in their responses to (c) – a clear doubling up of answers. Poorer responses referred mainly to content and/or general effects on the responder.

(e)   Most candidates identified a valid purpose.

(f)   Generally, candidates identified the literal meaning of the quotation, or of each of the compound adjectives. The better responses also recognised that the phrase referred to a physical reaction experienced when viewing the film. A surprising number of candidates did not recognise that Text three referred to a film.

(g)   This question in general was answered well, indicating that most candidates were well prepared. Some responses, however, described language in very general terms such as 'formal', 'informal', 'emotive' and 'descriptive' and these terms were often applied to either text without evidence or elaboration. Most candidates made effective comparison of the images, however, some candidates did not address aspects of layout in sufficient detail.

(h)   The majority of candidates showed a good understanding of how to compose a letter to the editor. The best responses expressed strong opinions which were well argued and supported with reasons and/or examples. They demonstrated an ability to sustain an appropriate register, with strong modality and evidence of flair and imagination. Weaker responses misinterpreted the question, failed to sustain register, or used superficial, unsupported arguments.

Section II

Question 2

General Comments

The majority of candidates wrote in essay form and demonstrated a good understanding of the prescribed texts. Texts in the Stimulus Booklet were treated particularly well with plenty of evidence from the texts to support their explanation.

As with the previous year, the level of demand on the candidates in the allocated time (40 minutes) was high. Candidates were expected to respond to the question using two prescribed texts, a text from the Stimulus Booklet and other texts of their own choosing. While better responses treated at least two of the texts in depth, most responses treated each text quite briefly- often giving a shopping list of techniques.

Candidates need to be familiar with the rubric and its relationship to the question.

Specific Comments

The question itself was rigorous and required candidates not only to identify perspectives in the texts studied but also to articulate how composers shape and express perspective through language. Some candidates confused the composer of the text with the characters or people in the text itself and answered the question as if those characters were the composer.

Better responses analysed the ways perspectives are shaped by the composers by looking at techniques evident in their selected texts, with specific examples and insightful explanations. Techniques or approaches discussed included: the action or dialogue of characters, visual features (layout, composition, use of light/dark, camera angles/shots, colour etc), text structures, grammatical structures and language features. The better responses also demonstrated an insightful and comprehensive knowledge of the texts. This was demonstrated through the discussion of ideas in the texts, the inclusion of specific examples and detailed content and use of quotes.

Weaker responses did not address the question asked and gave a prepared response to last year's question. Some poorer responses focused on what the perspectives were rather than how they were shaped.

Some candidates wrote learned responses, which did not address the question. Other candidates understood the techniques used by the composer and were able to give many examples but were unable to link these with the general ideas of the text.

While most candidates included quotations in their responses, this was not always successfully achieved. Candidates need to be aware of the conventions of essay writing and the expectation that when using a quote to illustrate a point, the full quotation needs to be used, not just the beginning and ending of the quote. Some candidates chose quotes unrelated to the discussion at hand. The

connection between the ideas in the quotation and the essay discussion needs to be made clearly evident.

Candidates included a wide range of texts of their own choosing. The more successful responses included texts, which complemented the prescribed texts, or texts from the Stimulus Booklet. Candidates who chose texts, which were linked either thematically or stylistically, achieved much greater cohesion in their response than those who included unrelated texts.

Better responses made connections between texts and demonstrated clarity in communication and sophistication in the use of language.

Paper 2 – Modules

Section I – Module A: Experience Through Language

General Comments

This section of the paper was demanding for candidates who had to address two out of three possible aspects in the question on Telling Stories or Dialogue and discuss the prescribed text and one other text of their own choosing within the given 30 minutes time. Many candidates tried to overcome this difficulty by writing prepared responses, but as they did not sufficiently address the question asked, they did not gain high marks.

This year all candidates had to answer the same generic question regardless of their prescribed text in each elective and the majority of candidates discussed a text of their own choosing with varying degrees of depth.

It is essential that all candidates are familiar with the description of the course outline in the *Prescriptions* document, as several candidates seemed to be unfamiliar with the term 'conventions of narrative or conventions of dialogue'.

Candidates tended to handle the Telling Stories elective better than the Dialogue elective and seemed quite familiar with the terminology relevant to Telling Stories.

Specific Comments

Question 1 – Elective 1: Telling Stories

Most candidates demonstrated a good understanding of many of the elements of narrative such as setting, structure and characterisation even if they found it more difficult to give a developed analysis of these elements in their texts.

Better responses in this elective were able to comment on the composer's relationship with the responder, as well as the characters and ideas in the text. This proved to be a discriminator for many candidates.

Many candidates who wrote about *Animal Farm* showed a good understanding of the text and its purpose. Once again this year many weaker responses relied on retelling the story with some discussion of communism.

Although weaker responses on *China Coin* tended to retell the story, many candidates were able to answer competently using well selected evidence supported by quotes.

Candidates who wrote on *Snapshots from Planet Earth* tended to lapse into poetry analysis, describing poetic techniques but not specifically linking them to the question.

Candidates who attempted the question on *Cinema Paradiso* seemed well prepared and were able to discuss elements of narration and film techniques and how these promoted viewer involvement. The film genre appeared to be more accessible to candidates and better responses were able to analyse film techniques and how they involved the viewer.

Question 2 – Elective 2: Dialogue

Candidates generally found it harder to come to terms with the Dialogue question, as they tended to confuse 'interpersonal' and 'relationships' in the question, thus limiting their responses. Candidates seemed to find it more challenging to analyse dialogue and were not confident using the terminology needed to write about this elective.

Candidates who wrote about *Strictly Ballroom* and the *In Between* series were better able to write a sustained response but they tended to lack sophistication and often limited their evidence to one scene or incident.

Norm and Ahmed was attempted by a very small group of candidates who were mostly able to describe the interpersonal nature of dialogue well, but found it more difficult to develop the other points in the question.

Candidates who attempted *Kominos by the Kupful* generally had a well developed sense of the poems as performance poetry. These responses tended to focus on the interpersonal nature of dialogue but were not able to link this to other aspects.

Overall, better responses were able to analyse their texts using terms specific to dialogues. Some candidates were unable to link this knowledge with this question.

Section II – Module B: Texts and Society

General Comments

Both questions were well linked to syllabus outcomes and content and were purposeful tasks. In each case, candidates had to organise and communicate ideas in extended responses, from material provided, that both engaged and informed the respective audience. They were required to organise and elaborate on material that was accessible and being used for familiar purposes and audiences.

The majority of candidates demonstrated a very good understanding of register and audience and a high level capacity to compose responses in the two forms required – a promotional business letter for Question 3 and a short talk to peers for Question 4. They also showed developed control of the English language in their expression.

Candidates generally coped well with the questions. Many composed mid-range and high mid-range responses.

Specific Comments

Question 3 – Elective 1: Living and Working in the Community

This question required candidates to use persuasive techniques supported by well organised information from the stimulus material to promote Big Mountain Ski Resort in a business letter to high school excursion coordinators. Overall, responses displayed effective control of register and awareness of purpose and the appropriate type of text. There were minimal difficulties with regards to the context of skiing.

The great majority of candidates understood the information and showed a capacity to comment on statistics and boxed advertising in a meaningful way. Most were also able to use the graphic representation of information to support their promotion.

The discriminating factor between mid range and higher range scripts was in the use of the information by candidates. A main weakness was the inability to sequence ideas or articulate a key reason to create a positive impact on the responder. Better responses were able to present a convincing promotion for school excursions by relating a number of pertinent selling points of the resort to the target audience of school excursion coordinators. For example, effective responses appealed to a few of the following features: the high concern for safety (250 instructors; no heli-skiing); distance from Sydney and length of season; and range of activities available to accommodate diverse candidate needs. High quality responses presented educational benefits, linking a ski excursion to a subject or cross curriculum skills development. These responses used the statistics and group discount information as the basis for their sales pitch, rather than just listing the weather conditions and number of activities in one long paragraph, or employing commonly used advertising hype to fill the letter.

Although there was little misuse or misunderstanding of the given information, too many candidates simply transposed the information into one or two long paragraphs. Weaker responses often composed a suitable opening paragraph but then simply copied direct from the stimulus material, in many

instances presenting the information as it appeared on the exam paper and in particular, failing to form full sentences when transposing the information about the cost and time benefits of groups.

Question 4 – Elective 2: English for Study

This question required candidates to write the actual talk they would give for a short presentation on learning strategies to a small group of Year 11 candidates. Overall, most candidates showed a high level of awareness of this type of text, and did not resort to dot points of notes for such a talk. They composed responses within a defined structure of appropriate introductory and closing remarks and used a register suitable for the subject matter and their peers. Idiomatic expressions and colloquialisms were used well. Better responses included relevant quotations and personal anecdotes.

The topic of learning strategies was interpreted by candidates in the widest sense, ranging from the specific material given in the stimulus, such as skimming and scanning, to successful conditions for effective studying.

Better responses provided depth in their answers with comprehensive explanation or illustration, thereby making the information very practical, easy to follow and of significance in the senior years of high school. High quality scripts demonstrated a highly appropriate and sustained register, a very good control of English language expression and included interesting, relevant information. Some of these linked the three strategies presented through a real or fictitious school task on a specific topic, such as physics, business management or finding out more about the author of a prescribed text in English.

Although the content for this question was familiar and not unexpected, overall there was too much generalisation and too many responses were insubstantial in content. Many candidates treated the strategies in a superficial way, failing to provide depth by expanding through exemplification, or definition, or explaining procedures/processes or relating a strategy to their recent schoolwork. Weaker responses used minimal or superficial restating of general study tips, such as having a dedicated study table; using the library Dewey system; or listening to the teacher.

Listening Paper

General Comments

Overall candidates performed well in the exam and demonstrated a good general comprehension of the test.

Specific Comments

Question 1

Candidates had a range of answers from which to select. The apparent relative ease of the question was made a little more difficult as these reasons were right at the start of the tape. These reasons, however, were repeated later in the interview allowing those who missed the answer the first time to catch it.

Question 2

The phrasing of this question in the negative and the fact that the majority of the answers were also in the negative made this question more challenging for candidates. A significant number of candidates found this to be a problem. Some candidates changed the wording of the question, not realising that this changed the meaning of the question and that their answers were incorrect. The level of difficulty in this question made it a good discriminator.

Question 3

The multiple choice question was well done by most candidates.

Question 4

The majority of candidates were able to gain at least one mark for this question. Many candidates only provided one reason and explained it, rather than giving two separate reasons. Often when two separate reasons were given, they were in fact two ways of saying the same thing and could only gain one mark.

Question 5

This question proved easier for most candidates to gain two marks. Most candidates were able to explain that the sound of birds had the effect of situating the interview outdoors or identified the sounds of the indoor centres. Few candidates mentioned the use of music.

Question 6(a)

The majority of candidates were able to identify a valid purpose, thus gaining a mark. A significant number of candidates identified two or three purposes. This did not affect the marking of this question, but it did impact on the marking of Question 6 (b).

Question 6(b)

This was a challenging question for most candidates. Candidates who identified several purposes in question 6 (a) had to make a very clear connection between one of these purposes and the language feature, otherwise markers had to use the first purpose identified in marking this question.

Many candidates had difficulty in identifying or describing a language feature or in using terms accurately. Many candidates used the terms 'formal' and 'informal language', which are not language features, but types of language. The most common features identified were the use of the first person, the use of questions or a lively tone.

After identifying the language feature, candidates then had to explain how this feature helped to achieve the purpose they had previously identified. Some purposes were easier to link. If, for example, candidates had identified the purpose as 'to inform' and had then identified the use of first

person, it was relatively easy to say that 'the audience gained a lot of information from the personal recounts of climbers and instructors'.

Question 7

This was the most challenging question and worth the most marks. Very few candidates were able to gain full marks because the degree of analysis required was not present in most scripts. To gain full marks candidates had to firstly identify three or more elements and then analyse how they engaged the audience. Better responses identified the use of sound effects, the range of people interviewed, the use of indoor/outdoor locations and the tone of the presenter. However, even when these elements had been identified, there was frequently a limited analysis such as 'and this engaged the audience'.

English (ESL)

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 1			
1(a)	1	Language Study within an Area of Study	H6, H9
1(b)	2	Language Study within an Area of Study	H1, H6, H9
1(c)	3	Language Study within an Area of Study	H1, H4, H5
1(d)	4	Language Study within an Area of Study	H1, H4, H9
1(e)	1	Language Study within an Area of Study	H1, H5
1(f)	2	Language Study within an Area of Study	H4, H5
1(g)	6	Language Study within an Area of Study	H1, H2, H4, H6, H7, H10
1(h)	6	Language Study within an Area of Study	H1, H4, H5, H12
2	20	Language Study within an Area of Study	H1, H2, H4, H5, H6, H9, H11
Paper 2			
1	20	Experience Through Language – Telling Stories	H1, H3, H4, H5, H6, H9, H11
2	20	Experience Through Language – Dialogue	H1, H3, H4, H5, H6, H9, H11
3	20	Texts and Society – Living and working in the community	H1, H4, H5, H8, H11
4	20	Text and Society – English for Study	H1, H4, H5, H8, H11
Listening Paper			
1	1	Listening skills	H6
2	2	Listening skills	H3, H6
3	1	Listening skills	H6
4	2	Listening skills	H1, H5
5	2	Listening skills	H1, H3, H5
6(a)	1	Listening skills	H5
6(b)	2	Listening skills	H1, H3, H5, H6
7	4	Listening skills	H1, H3, H5, H6
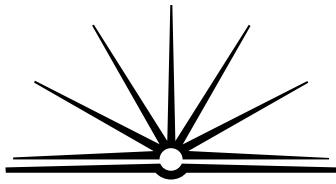
BOARD OF STUDIES
NEW SOUTH WALES

2002 HSC English ESL Paper 1
Marking Guidelines

Section I

Question 1 (a)

Outcomes assessed: H6, H9

MARKING GUIDELINES

Criteria	Marks
• Provides ONE correct reason	1

Question 1 (b)

Outcomes assessed: H1, H6, H9

MARKING GUIDELINES

Criteria	Marks
• Provides TWO correct perspectives	2
• Provides ONE correct perspective	1

Question 1 (c)

Outcomes assessed: H1, H4, H5

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ONE language technique used in paragraph 7 and describes its effect in the context of the paragraph	3
• Correctly identifies ONE language technique used in paragraph 7 and describes the general effect of this type of language technique	2
• Correctly identifies a language feature used in paragraph 7	1

Question 1 (d)

Outcomes assessed: H1, H4, H9

MARKING GUIDELINES

Criteria	Marks
• Identifies and/or gives examples of the journalist's use of language forms and features, and text structure, to present the sport of skydiving • Explains well how these engage the responder	4
• Identifies and/or gives examples of the journalist's use of language forms and features, and text structure, to present the sport of skydiving • Gives some explanation of how these engage the responder	3
• Identifies or gives an example of the journalist's use of language forms and features, or text structure, to present the sport of skydiving • Explains how it engages the reader OR • Identifies or gives examples without explaining how they engage the reader	2
• Identifies or gives one or two examples of the journalist's use of language forms and features, or text structure, to present the sport of skydiving OR • Writes about the effect of the article in general terms	1

Question 1 (e)

Outcomes assessed: H1, H5

MARKING GUIDELINES

Criteria	Marks
• States ONE purpose of Text two	1

Question 1 (f)

Outcomes assessed: H4, H5

MARKING GUIDELINES

Criteria	Marks
• Explains the figurative and/or the literal meaning of the quote • Relates meaning to the responder's potential reaction to the film	2
• Explains the literal meaning of at least ONE of the compound adjectives OR • Refers generally to the responder's reaction to the film	1

Question 1 (g)

Outcomes assessed: H1, H2, H4, H6, H7, H10

MARKING GUIDELINES

Criteria	Marks
• Gives a coherent comparison and/or contrast of Texts two and three • Provides examples/refers to all THREE textual features: language, images and layout	5–6
• Gives a coherent comparison and/or contrast of Texts two and three • Provides examples/refers to only TWO textual features: language, images and layout OR • Gives some comparison and/or contrast of Texts two and three, referring to all THREE textual features	3–4
• ONE textual feature in Texts two and three	1–2

Question 1 (h)

Outcomes assessed: H1, H4, H5, H12

MARKING GUIDELINES

| Criteria	Marks
• Composes a convincing letter to the editor using appropriate textual conventions • Uses language effectively to give a clear opinion on the set topic • Sustains appropriate register • Uses synthesis and imagination	5–6
• Composes a letter to the editor using appropriate textual conventions • Uses some persuasive language to give an opinion on the topic • Generally sustains register • Attempts to use synthesis and imagination	3–4
• Composes a simple, undeveloped response on the topic • Uses register inconsistently • Demonstrates little or no synthesis and little or no imagination	1–2

Section II

Question 2 (20 marks)

Outcomes assessed: H1, H2, H4, H5, H6, H9, H11

MARKING GUIDELINES

Criteria	Marks
• Composes an effective explanation which fully addresses the question and shows highly developed skills in interpretation of texts • Demonstrates comprehensive knowledge of the texts and insightful understanding of the ways in which ideas are portrayed through texts • Demonstrates insightful understanding of the ways composers present perspectives • Uses language forms, features and structures skilfully, and effectively demonstrates understanding of the ways in which they shape meaning and express perceptions • Demonstrates sustained control of expression and fluent communication of ideas	17–20
• Composes a satisfactory explanation which addresses the question and shows well-developed skills in interpretation of texts • Demonstrates detailed knowledge of the texts and a high level of understanding of the ways in which ideas are portrayed through texts • Demonstrates a clear understanding of the ways composers present perspectives • Uses language forms, features and structures appropriately and demonstrates understanding of the ways in which they shape meaning and express perceptions • Demonstrates sound control of expression and communicates ideas effectively	13–16
• Composes an explanation which addresses the question and shows skills in interpretation of texts • Demonstrates sound knowledge of the texts and a broad understanding of the ways in which ideas are portrayed through texts • Demonstrates some understanding of the ways composers present perspectives • Uses language forms, features and structures of texts with some control, and demonstrates some understanding of the ways in which they shape meaning and express perceptions • Demonstrates some control of expression and communicates ideas	9–12

Criteria	Marks
• Composes a response which partially addresses the question and shows some skills in interpretation of texts • Demonstrates some knowledge of the texts and a generalised understanding of some of the ways that ideas are portrayed through texts • Demonstrates a limited understanding of the ways composers present perspectives • Displays a developing knowledge of language forms, features and structures and a limited understanding of the ways in which they shape meaning and express perceptions • Demonstrates limited control of expression and/or communication of ideas	5–8
• Composes an undeveloped response showing limited skills in interpretation of texts • Demonstrates minimal knowledge of the texts and minimal understanding of the ways that ideas are portrayed through texts • Demonstrates minimal understanding of how composers present perspectives • Displays minimal knowledge of language forms, features and structures and a minimal understanding of the ways in which they shape meaning and express perceptions • Communicates few ideas with poor expression	1–4
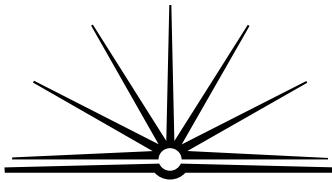
2002 HSC English ESL Paper 2
Marking Guidelines

Section I — Module A: Experience Through Language

Elective 1: Telling Stories

Outcomes assessed: H1, H3, H4, H5, H6, H9, H11

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive analysis of TWO of the specified aspects of telling stories • Supports response fully with evidence from prescribed text and one other text • Shows highly developed ability to synthesise and organise information and ideas • Composes a coherent response that fully addresses the question	17–20
• Provides a sound analysis of TWO of the specified aspects of telling stories • Supports response well with evidence from prescribed text and one other text • Shows well-developed ability to synthesise and organise information and ideas • Composes a coherent response that mostly addresses the question	13–16
• Provides an analysis of TWO of the specified aspects of telling stories • Supports response with evidence from prescribed text and/or one other text • Shows ability to synthesise and organise information and ideas • Composes a developed response that partially addresses the question	9–12
• Provides a limited analysis of TWO of the specified aspects OR a sound analysis of ONE of the specified aspects • Supports response with some evidence • Shows some ability to organise information and ideas • Composes a response that attempts to address the question	5–8
• Demonstrates minimal understanding of aspects of telling stories • Recalls obvious or incidental information about texts to present a response with limited control of expression	1–4

Elective 2: Dialogue

Outcomes assessed: H1, H3, H4, H5, H6, H9, H11

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive analysis of TWO of the specified aspects of dialogue • Supports response fully with evidence from prescribed text and one other text • Shows highly developed ability to synthesise and organise information and ideas • Composes a coherent response that fully addresses the question	17–20
• Provides a sound analysis of TWO of the specified aspects of dialogue • Supports response well with evidence from prescribed text and one other text • Shows well-developed ability to synthesise and organise information and ideas • Composes a coherent response that mostly addresses the question	13–16
• Provides an analysis of TWO of the specified aspects of dialogue • Supports response with evidence from prescribed text and/or one other text • Shows ability to synthesise and organise information and ideas • Composes a developed response that partially addresses the question	9–12
• Provides a limited analysis of TWO of the specified aspects OR a sound analysis of ONE of the specified aspects • Supports response with some evidence • Shows some ability to organise information and ideas • Composes a response that attempts to address the question	5–8
• Demonstrates minimal understanding of aspects of dialogue • Recalls obvious or incidental information about texts to present a response with limited control of expression	1–4

Section II — Module B: Texts and Society

Elective 1: Living and Working in the Community

Outcomes assessed: H1, H4, H5, H8, H11

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a highly developed ability to organise and synthesise information and ideas • Composes a highly effective persuasive letter in a sustained register • Shows highly developed control of expression and form	17–20
• Demonstrates a well-developed ability to organise and synthesise information and ideas • Composes an effective persuasive letter in a sustained register • Shows well-developed control of expression and form	13–16
• Demonstrates some ability to organise and synthesise information and ideas • Composes a persuasive letter with varying control of register • Shows some control of expression and form	9–12
• Demonstrates limited ability to organise and synthesise information and ideas • Composes a letter that attempts to persuade • Shows limited control of expression and form	5–8
• Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate purpose and register	1–4

Elective 2: English for Study

Outcomes assessed: H1, H4, H5, H8, H11

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a highly developed ability to organise and synthesise information and ideas • Composes a highly effective talk appropriate to the audience and purpose which explains the learning strategies in depth • Shows highly developed control of expression and form	17–20
• Demonstrates a well-developed ability to organise and synthesise information and ideas • Composes an effective talk appropriate to the audience and purpose which explains the learning strategies in some depth • Shows well-developed control of expression and form	13–16
• Demonstrates some ability to organise and synthesise information and ideas • Composes a talk appropriate to the audience and purpose which explains the learning strategies • Shows some control of expression and form	9–12
• Demonstrates limited ability to organise and synthesise information and ideas • Composes a talk with some awareness of audience and purpose which attempts to explain learning strategies • Shows limited control of expression and form	5–8
• Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate audience and purpose	1–4
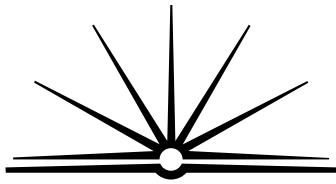
2002 HSC English (ESL) Listening Paper Marking Guidelines

Question 1

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• Provides ONE correct reason	1

Question 2

Outcomes assessed: H3, H6

MARKING GUIDELINES

Criteria	Marks
• Provides TWO different reasons	2
• Provides ONE reason only	1

Question 3

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• B – women have a better technique for climbing	1

Question 4

Outcomes assessed: H1, H5

MARKING GUIDELINES

Criteria	Marks
• Provides TWO different reasons	2
• Provides ONE reason only	1

Question 5

Outcomes assessed: H1, H3, H5

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies or describes ONE of the background sounds AND comments on its effect	2
• Correctly identifies OR describes ONE of the background sounds without commenting on its effect OR • Comments on the effect of background sound without identifying the sound	1

Question 6 (a)

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ONE purpose	1

Question 6 (b)

Outcomes assessed: H1, H3, H5, H6

MARKING GUIDELINES

Criteria	Marks
• Identifies or describes ONE language feature used in the program • Explains how this language feature has been used to achieve the purpose identified in 6(a)	2
• Identifies or describes ONE language feature used in the program, without relating it to the purpose identified in answer to 6(a)	1

Question 7

Outcomes assessed: H1, H3, H5, H6

MARKING GUIDELINES

Criteria	Marks
• Identifies key elements of the structure and language in this radio program • Analyses effectively how these aspects have been used to engage the radio audience	4
• Identifies some elements of the structure and language of this program • Gives some analysis of how these aspects have been used to engage the audience	3
• Identifies one or more elements of the structure or language of the program • Gives limited analysis	2
• Identifies one or more elements without linking these to the effect on the audience OR • Talks about how the program affects the audience in general terms	1