

**2003 HSC Notes from  
the Marking Centre  
English (ESL)**

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# 2003 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 2003 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 2003 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 2003, approximately 2600 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

Most candidates demonstrated a clear understanding of what perspectives were communicated in the stimulus texts, as well as how the composers had shaped meaning in their texts through features of language and layout.

Although most candidates showed awareness of how to adjust the length of their responses to the number of marks for a question, it is still a matter of concern that candidates wrote lengthy responses for questions worth only one or two marks. Candidates do not need to write out or rephrase a question, especially for a question worth only one or two marks

Time management was still an issue for a significant number of candidates. There were many non-attempts or limited attempts at questions worth a higher number of marks. Some candidates showed awareness of the problem by attempting questions 1(e) and 1(f) first. However, in doing this, they often missed out some of the other questions altogether, or were unable to take advantage of the cumulative understanding that develops through reading the stimulus material and answering the

questions in sequence. In general, candidates who answered in sequence were able to give fuller responses to parts (e) and (f) and make use of all the assistance provided.

Candidates also need to be aware that answering Section II of this paper first and consequently allowing insufficient time to complete Section I places them at risk of missing out on more easily obtained marks.

### **Specific Comments**

#### **Question 1(a)**

All but a very small number of candidates were able to answer this literal comprehension question and gain one mark. Confusion arose for some who misinterpreted the significance of the past tense in the question referring to the speaker's experience at a conference as a 12 year old.

#### **Question 1(b)**

To gain two marks candidates needed to give a full explanation of the metaphor. This question proved to be a good discriminator. Weaker responses gave only a literal meaning or thought Mother Teresa's words referred to the environment.

#### **Question 1(c)(i)**

The better responses were specific and comprehensive, whereas the weaker responses were limited and generalised.

#### **Question 1(c)(ii)**

Most candidates were readily able to identify two language features, showing that they were well prepared. The best responses gave well-selected examples of two features from the text and clearly explained how each was persuasive. Weaker responses gave inaccurate, inappropriate or no examples, and were not able to identify their persuasive effect in the speech.

#### **Question 1(d)(i)**

Most candidates identified a valid purpose.

#### **Question 1(d)(ii)**

Most candidates were able to identify both visual and linguistic features of the text and link them to the purpose identified in (d)(i).

#### **Question 1(e)**

The majority of candidates were able to identify the perspective in each text. Better responses also identified language features and text structure and their effects, giving equal weight to the two texts.

A number of candidates ignored the information given identifying the text type, and incorrectly referred to the book cover as a poster or to the song lyric as a poem.

Candidates must also read their instructions carefully about which texts to write about.

### **Question 1(f)**

Most candidates showed a good understanding of how to compose an interview transcript using appropriate register. The best responses showed a clear understanding of the significance of the medium as well as the perspective revealed in their chosen text.

Some candidates, however, misinterpreted the question by writing on all three texts, failing to take into account the significance of the words ‘either’ and ‘or’ in the instructions. Others used reported speech to give a recount or analysis of an interview rather than a transcript. Some candidates wrote only the interview questions without the responses of the interviewee, thus only partly answering the question. This highlights the need for candidates to have practice in deconstructing and constructing a wide range of text types.

## **Section II**

### **Question 2**

#### **General Comments**

The majority of candidates demonstrated a sound understanding of the prescribed texts and texts in the Stimulus Booklet. Candidates were able to identify and interpret the perspectives in texts and were able to provide evidence from the texts to support their discussion.

Candidates were expected to respond to the question using two prescribed texts, a text from the Stimulus Booklet and at least one other text of their own choosing. This year, the question was more demanding as it required candidates to answer in a different form rather than an essay as in the past two years. Many responses did not address all aspects of the question, and a significant number of candidates presented memorised, prepared responses. Consequently, responses were varied in meeting all the criteria.

Candidates need to be familiar with the rubric and the description of the focus of the Area of Study in the Prescriptions Booklet. In particular, candidates need to be aware that this question is an extended response which can take a variety of forms, not simply an essay response.

#### **Specific Comments**

The question was rigorous and required candidates to respond to a range of aspects. Candidates were required to identify perspectives in texts, discuss the techniques used by composers, give their own response, and grapple with presenting this in the form of a radio talk. Candidates found this to be a challenging task, not always giving adequate responses to all parts of the question.

Better responses were able to address all parts of the question. In particular, they were able to communicate their understandings effectively in the form of a radio talk. This included addressing and referring to the audience, and authentically recreating the banter between a radio announcer and the guest speaker. Particularly successful scripts used this ‘banter’ to help the discussion to flow and to provide links between texts. The better responses were able to accurately use a language register appropriate to a target audience of young people. Better responses demonstrated

comprehensive knowledge and insightful understanding of the texts. These scripts were sophisticated and fluent, using specific examples, detailed content and quotations. Finally, better responses were also able to reflect on candidates' own engagement and response to the texts, integrating this into the talk itself.

Weaker responses did not answer the question. Some poorer responses were purely descriptive and simply retold the story. A number of candidates gave a response to the 2001 question.

A significant number of candidates wrote learned responses. The best of these responses made an attempt to answer the question by acknowledging the audience at the end of their response. Some candidates gave a very personal response with no demonstration of textual knowledge, while others had difficulty integrating a discussion of techniques into their response.

Candidates included a wide range of texts of their own choosing in their responses. Better responses showed a careful choice of these texts, enabling candidates to make connections between texts. They were also able to articulate a personal response in a clear and sophisticated manner appropriate to the context of a radio talk show.

Weaker responses, however, discussed texts which did not link thematically or stylistically.

## **Paper 2 – Modules**

### **Section I – Module A: Experience Through Language**

#### **General Comments**

This section of the paper was demanding for candidates who were required to answer a specific question for their prescribed text in *Telling Stories* or *Dialogue*. Candidates were directed to a particular focus area in the questions and had to 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 which did not gain high marks as they did not sufficiently address the question asked.

This year the focus on individual aspects of each prescribed text gave candidates an opportunity to demonstrate knowledge of the conventions of narrative or dialogue relevant to their prescribed text. The majority of candidates discussed a text of their own choosing with varying degrees of depth. A wide range of other texts were discussed, with better responses able to integrate analysis of the second text with their discussion of the prescribed text.

#### **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.

Many candidates composed prepared responses which addressed questions from previous years' examinations. This disadvantaged them considerably, since they were not addressing this year's questions.



Some candidates tended to write everything they knew about a text, rather than address the specific focus given in the question for their prescribed text. While many responses did not address the specifics of the questions, better responses were able to integrate the focus of the question into their analysis of texts. This proved to be the discriminator for many candidates.

**(a) Prose Fiction** – George Orwell, *Animal Farm*

Most candidates who wrote about *Animal Farm* showed a good understanding of the text and its purpose and were able to discuss what comment the text made on the world. However, many lapsed into retelling the story with an allegorical/historical overview without discussing the way the story was told and how this shapes perceptions.

**(b) Prose Fiction** – Allan Baillie, *The China Coin*

Many candidates had prepared a response strong in elements of narrative. Many responses, however, did not discuss the focus of the question – point of view. Many responses referred to point of view as opinion or perspective rather than narrative point of view. Many had difficulty relating the analysis of narrative to the way responders perceive events and characters.

**(c) Poetry** – Paul Richardson et al. (eds), *Snapshots of Planet Earth*

Many responses to this question tended to lapse into poetry analysis, describing poetic techniques but not specifically linking them to the question, which asked for a focus on elements of narrative and purpose. Many found it difficult to articulate a sense of purpose of the poems, referring instead to vague themes. Some responses failed to address the specified poem, ‘The Streets of Laredo’.

**(d) Film** – Giuseppe Tornatore, *Cinema Paradiso*

Candidates seemed well prepared for this question and were able to discuss structure and film techniques such as camera angles, sound and lighting. However, many candidates found the term ‘medium’ difficult to understand and so did not explicitly link the film techniques to the concept of medium. Many responses simply addressed previous years’ questions, discussing viewer involvement and audience engagement, rather than the meaning of the story.

**Question 2 – Elective 2: Dialogue**

Most candidates demonstrated a good understanding of many of the conventions of dialogue such as tone, pitch, pause and pace, and non-verbal dialogue such as body language and facial expression, even if they found it more difficult to give a developed analysis of these conventions in their texts.

Many candidates composed prepared responses which addressed questions from previous years’ examinations, with a focus on dialogue revealing relationships. This disadvantaged them considerably, since they were not addressing this year’s questions.

Many candidates tended to write everything they knew about a text, rather than address the specific focus given in the question for their prescribed text. Whilst many candidates were unable to shape their responses to address the specifics of the questions, better responses integrated the focus of the question into their analysis of texts. This proved to be the discriminator for many candidates.

**(a) Drama** – Alex Buzo, *Norm and Ahmed*

A very small number of candidates attempted this question. Many responses tended to focus on retelling the story with some quotes. Analysis of the conventions of dialogue was limited to the slang and colloquial language used by Norm and the formal language used by Ahmed. Some candidates managed to address the question with prepared responses about power and control in dialogue.

**(b) Film** – Baz Luhrmann, *Strictly Ballroom*

Most of the large number of candidates who attempted this question had a good understanding of the dialogue used in the film. However, many lapsed into retelling the story with quotes and did not address the focus of the question. Some candidates addressed previous years' questions with analysis of dialogue and the way it reveals relationships. Many, however, did adequately discuss the role of conventions of non-verbal and verbal dialogue and made explicit links with the question.

**(c) Poetry** – Komninos, *Komninos by the Kupful*

A very small number of candidates attempted this question. Those who did, found it difficult to address the question and examine how dialogue was represented in the texts. They tended to recount the poems with quotes, rather than analyse the representation of dialogue. Some responses failed to discuss the specified poem, 'hillston welcome'.

**(d) Prose Fiction** – Maureen McCarthy, *In Between* series

This question was attempted by a large number of candidates who mostly demonstrated a sound knowledge of conventions of dialogue. Many candidates, however, found it difficult to come to terms with the focus of the question and interpreted situation to mean point of view or circumstance of a character rather than occasions when dialogue occurred. This resulted in many responses analysing only one situation, referring to different opinions in a dialogue, rather than examining how characters spoke differently in different situations. Many responses did not discuss the concept of people not understanding each other, and so did not fully address the question.

## **Section II – Module B: Texts and Society**

### **General Comments**

Candidates were instructed to attempt either Question 3 or Question 4, yet a significant number of candidates wrote responses to both questions. In most cases candidates who attempted the question for the elective they had not studied were disadvantaged. There were very few non-attempts or incomplete responses.

Both questions required candidates to write a letter of application for a specified purpose. For each task candidates needed to select and organise information and ideas which were relevant to their application, and to relate this content to criteria outlined in the stimulus. Both tasks were clearly linked to syllabus outcomes and to the Module and Elective content and focuses as described in the Syllabus and Prescriptions Booklet.

The majority of candidates demonstrated a clear understanding of purpose and audience, and were able to provide content and supporting details to substantiate their applications. They could select

an appropriately formal register and form, and were generally able to sustain these. Introductions and conclusions were very well-written on the whole, salutations somewhat less so. Better responses showed imagination and flair in expression and in the modulation of persuasive language and techniques.

Most candidates coped well with the tasks and composed responses which explicitly and effectively addressed the criteria.

### **Specific Comments**

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

The question required candidates to compose a job application letter in response to a newspaper advertisement. A range of positions was listed, and candidates were instructed to apply for one of these. They were provided with a persona and told to address their applications to the Recruitment Co-ordinator at Sunshine Bay Resort. A significant number of candidates overlooked or ignored these task instructions. Some applied for more than one of the positions listed or neglected to write an application letter.

Overall, candidates responded appropriately and had little difficulty with the context and purpose of the task. They were able to use the stated criteria to organise the content of their letters in a highly effective way, while many candidates also demonstrated creativity and perceptiveness in incorporating real and imagined qualifications and vocational experiences into their applications. Some candidates composed a separate resume or supporting statement as an attachment to their letter. The word ‘resort’ caused some problems, and many candidates could not form the correct verb from the word ‘application’. A few candidates simply reproduced the wording from the task instructions and/or the advertisement with minimal or no alteration.

The best responses demonstrated assurance and perspicacity, and combined pertinent and persuasive information with an authentic and engaging voice. The ability to sustain an appropriate register, and control of expression, were discriminating factors between mid-range and higher range scripts. Weaker responses were characterised by poor organisation of information, irrelevance, lack of supporting detail and/or neglect of one or more of the criteria.

#### **Question 4 – Elective 2: English for Study**

The question required candidates to compose a letter of application for a university scholarship in response to information on a web page. A range of undergraduate courses was listed, and candidates were instructed to apply for a scholarship for one of these. They were provided with a persona and told to address their applications to the Scholarship Co-ordinator at Sunshine Bay University. A small number of candidates overlooked or ignored these task instructions. Some applied for more than one of the courses listed or neglected to write an application letter.

Overall, candidates responded appropriately and had little difficulty with the context and purpose of the task. They were able to use the stated criteria to organise the content of their letters in an effective way, while many candidates also demonstrated creativity and perceptiveness in incorporating real and imagined academic skills and qualifications and personal attributes into their applications. The word ‘scholarship’ caused some problems, and many candidates could not form the correct verb from the word ‘application’. A few candidates simply reproduced the wording from the task instructions and/or the web page with minimal or no alteration.

Some candidates had difficulty trying to adapt learnt content to suit the task, though there were also many who were able to do this in an extremely effective way. Some candidates composed a prepared response and made little or no attempt to address the question.

The best responses demonstrated assurance and perspicacity, and combined pertinent and persuasive information with an authentic and engaging voice. The ability to sustain an appropriate register, and control of expression, were discriminating factors between mid-range and higher range scripts. Weaker responses were characterised by poor organisation of information, irrelevance, lack of supporting detail and/or neglect of one or more of the criteria.

## **Listening Paper**

### **General Comments**

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

### **Specific Comments**

#### **Question 1**

This question required candidates to provide a correct reason as heard on the tape. The majority were able to do this.

A significant number heard ‘pouring fire’ instead of ‘danger for fire’ and were not able to answer the question. Others could not work out the link between the fireworks and the bushfires and so could not include the danger aspect.

#### **Question 2(a)**

The majority were able to understand the need for the topic to be introduced by someone who had authenticity or to act as a stimulus to encourage others to give their views.

Those who were not able to gain marks here frequently gave generic answers which may have become valid if they were linked, eg. ‘Because he knows things’ rather than ‘Because Scott has first hand information about the topic of Australian of the Year.’

#### **Question 2(b)**

The majority were able to obtain at least one mark here for the repetition of the telephone number and either the friendly tone or the questioning.

Weaker candidates seemed not to have understood the term ‘techniques’. However, if they were able to provide two correct examples without naming the techniques they were still able to gain a mark.

### **Question 3**

The question was generally well answered as there were numerous highlights from which to choose. Nearly everyone mentioned the Queen.

### **Question 4**

The multiple-choice question was well done by most candidates.

### **Question 5(a)**

Candidates often started by talking about firefighters and their qualities, then went on to extrapolate the required information in a type of recap. Better responses were able to answer the question without doing this.

Weaker responses mixed up what they had heard, eg publicity. It was clear these candidates did not really understand the question, eg ‘teamwork’ as a behaviour.

### **Question 5(b)**

This question was the most discriminating, perhaps because the ‘use of language’ was only understood by a few candidates. Many candidates who were able to correctly answer this question described language features. They usually did this by providing a quote, then saying how the feelings/attitudes were communicated, eg ‘The lady says, “All the fire fighters ... all of them.” This tell us she really think the fire fighters doing outstanding job.’

Weaker responses did not really answer the question. They interpreted ‘language’ as either ‘formal’ or ‘colloquial’ and spoke about that kind of language use and missed the point about communicating feelings/attitudes. Many responses were topped or tailed with words from the question, showing that candidates were trying to use their exam techniques. However, without comprehension of what was required, the result was often incomprehensible.

Feelings and attitudes are more abstract, and coupling this with language use increased the difficulty of this question.

### **Question 6**

Many candidates were able to score full marks on this question, as there was so much that they could write about. Candidates who had been taught about radio/radio audiences/radio techniques, were able to use this information to their advantage.

Many candidates did themselves a disservice by ignoring the question and the layout of the question with regard to ‘two techniques’. Several candidates wrote about many techniques, often with generic evaluations, eg ‘to interest the audience’. The question was very specific and needed to be answered as indicated.

# English (ESL)

## 2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Language Study within an Area of Study	H6, H9
1 (b)	2	Language Study within an Area of Study	H3, H6
1 (c) (i)	2	Language Study within an Area of Study	H4, H9
1 (c) (ii)	3	Language Study within an Area of Study	H1, H6, H9
1 (d) (i)	1	Language Study within an Area of Study	H5
1 (d) (ii)	2	Language Study within an Area of Study	H1, H6, H8
1 (e)	6	Language Study within an Area of Study	H1, H2, H4, H5, H9
1 (f)	8	Language Study within an Area of Study	H1, H4, H5, H8, H12, H14
2	20	Language Study within an Area of Study	H1, H2, H4, H5, H6, H9, H11, H13
<b>Paper 2</b>			
1 (a)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (b)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (c)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (d)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
2 (a)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (b)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (c)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (d)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
3	20	Texts and Society – Living and Working in the Community	H1, H4, H5, H8, H12
4	20	Texts and Society – English for Study	H1, H4, H5, H8, H12
<b>Listening Paper</b>			
1	1	Listening Skills	H6
2 (a)	1	Listening Skills	H5, H7
2 (b)	2	Listening Skills	H1, H5
3	2	Listening Skills	H6
4	1	Listening Skills	H6
5 (a)	2	Listening Skills	H3
5 (b)	2	Listening Skills	H1, H3
6	4	Listening Skills	H1, H5, H6, H7

# English (ESL) Paper 1

## 2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 1</b>			
1 (a)	1	Language Study within an Area of Study	H6, H9
1 (b)	2	Language Study within an Area of Study	H3, H6
1 (c) (i)	2	Language Study within an Area of Study	H4, H9
1 (c) (ii)	3	Language Study within an Area of Study	H1, H6, H9
1 (d) (i)	1	Language Study within an Area of Study	H5
1 (d) (ii)	2	Language Study within an Area of Study	H1, H6, H8
1 (e)	6	Language Study within an Area of Study	H1, H2, H4, H5, H9
1 (f)	8	Language Study within an Area of Study	H1, H4, H5, H8, H12, H14
2	20	Language Study within an Area of Study	H1, H2, H4, H5, H6, H9, H11, H13

# English (ESL) Paper 2

## 2003 HSC Examination Mapping Grid

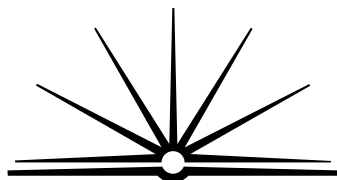
Question	Marks	Content	Syllabus outcomes
<b>Paper 2</b>			
1 (a)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (b)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (c)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
1 (d)	20	Experience Through Language – Telling Stories	H1, H2, H4, H5, H6, H8, H9, H11
2 (a)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (b)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (c)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
2 (d)	20	Experience Through Language – Dialogue	H1, H2, H4, H5, H6, H8, H9, H11
3	20	Texts and Society – Living and Working in the Community	H1, H4, H5, H8, H12
4	20	Texts and Society – English for Study	H1, H4, H5, H8, H12



# English (ESL) Listening

## 2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Listening Paper</b>			
1	1	Listening Skills	H6
2 (a)	1	Listening Skills	H5, H7
2 (b)	2	Listening Skills	H1, H5
3	2	Listening Skills	H6
4	1	Listening Skills	H6
5 (a)	2	Listening Skills	H3
5 (b)	2	Listening Skills	H1, H3
6	4	Listening Skills	H1, H5, H6, H7



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## 2003 HSC English (ESL) Listening Paper Marking Guidelines

### Question 1

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a correct reason	1

### Question 2 (a)

*Outcomes assessed: H5, H7*

#### MARKING GUIDELINES

Criteria	Marks
• Provides ONE relevant reason	1

### Question 2 (b)

*Outcomes assessed: H1, H5*

#### MARKING GUIDELINES

Criteria	Marks
• Provides TWO different techniques	2
• Provides ONE technique only	1
• Provides TWO examples	1

**Question 3***Outcomes assessed: H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides TWO different highlights	2
• Provides ONE highlight only	1

**Question 4***Outcomes assessed: H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• D	1

**Question 5 (a)***Outcomes assessed: H3***MARKING GUIDELINES**

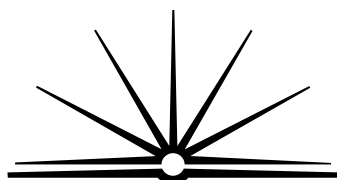
<b>Criteria</b>	<b>Marks</b>
• Correctly describes TWO qualities or behaviours valued by Australians OR • Explains effectively at least ONE quality or behaviour valued by Australians	2
• Correctly describes ONE quality or behaviour valued by Australians	1

**Question 5 (b)***Outcomes assessed: H1, H3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies or describes TWO language features used by the speakers • Explains how these language features communicate feelings and attitudes	2
• Identifies or describes TWO language features used by the speakers without explaining how these communicate feelings and attitudes OR • Identifies or describes ONE language feature used by the speakers • Explains how this language feature communicates feelings and attitudes	1

**Question 6***Outcomes assessed: H1, H5, H6, H7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies TWO different techniques used by the presenter</li><li>Evaluates the effectiveness of these techniques to interest a radio audience</li></ul>	4
<ul style="list-style-type: none"><li>Identifies TWO different techniques used by the presenter</li><li>Evaluates the effectiveness of ONE of these techniques to interest a radio audience</li></ul> OR <ul style="list-style-type: none"><li>Gives some evaluation of TWO techniques</li></ul>	3
<ul style="list-style-type: none"><li>Identifies ONE technique used by the presenter</li><li>Evaluates the effectiveness of this technique to interest a radio audience</li></ul> OR <ul style="list-style-type: none"><li>Gives a limited evaluation of TWO techniques used by the presenter</li></ul> OR <ul style="list-style-type: none"><li>Identifies TWO different techniques used by the presenter without evaluation</li></ul>	2
<ul style="list-style-type: none"><li>Identifies ONE technique used by the presenter</li></ul> OR <ul style="list-style-type: none"><li>Talks in general terms about how the presenter interests the audience</li></ul>	1



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## 2003 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: H3, H6*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation of the metaphor	2
• Provides a limited explanation of the metaphor	1

#### Question 1 (c) (i)

*Outcomes assessed: H4, H9*

#### MARKING GUIDELINES

Criteria	Marks
• Provides an explanation of Alicia's overall perspective	2
• Provides a limited explanation of her perspective, focusing on only one idea	1

**Question 1 (c) (ii)***Outcomes assessed: H1, H6, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies and gives examples of language features or text structure</li><li>Explains how the speech persuades the responder</li></ul>	3
<ul style="list-style-type: none"><li>Identifies and gives examples of language features or text structure</li></ul> OR <ul style="list-style-type: none"><li>Identifies or gives ONE example of a language feature or text structure, and explains how the speech persuades the responder</li></ul>	2
<ul style="list-style-type: none"><li>Identifies OR gives TWO examples of language features or text structure</li></ul> OR <ul style="list-style-type: none"><li>Writes about the effect of the speech in general terms</li></ul>	1

**Question 1 (d) (i)***Outcomes assessed: H5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>States ONE purpose of text two</li></ul>	1

**Question 1 (d) (ii)***Outcomes assessed: H1, H6, H8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Describes TWO techniques and links them to the purpose identified in (d) (i)</li></ul>	2
<ul style="list-style-type: none"><li>Describes TWO techniques</li></ul> OR <ul style="list-style-type: none"><li>Describes ONE technique and links it to the purpose identified in (d) (i)</li></ul>	1

**Question 1 (e)***Outcomes assessed: H1, H2, H4, H5, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides a detailed outline of the perspective presented in each text</li><li>Provides examples of language features AND text structure</li></ul>	5–6
<ul style="list-style-type: none"><li>Provides an outline of the perspective presented in each text</li><li>Provides examples of language features OR text structure OR addresses language features and text structures in general terms</li></ul>	3–4
<ul style="list-style-type: none"><li>Provides a limited outline of the perspective presented in each text</li></ul> OR <ul style="list-style-type: none"><li>Provides an outline of the perspective in ONE of the texts</li></ul> OR <ul style="list-style-type: none"><li>Identifies features in isolation/makes general comments about the texts</li></ul>	1–2

**Question 1 (f)***Outcomes assessed: H1, H4, H5, H8, H12, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Composes a sophisticated and imaginative transcript using appropriate textual conventions</li><li>Fully addresses the question</li><li>Displays highly developed ability to interpret the text</li><li>Sustains appropriate register</li><li>Synthesises information and ideas with imagination and flair</li></ul>	7–8
<ul style="list-style-type: none"><li>Composes an effective interview transcript using appropriate textual conventions</li><li>Displays well developed ability to interpret the text</li><li>Generally sustains register</li><li>Synthesises information and ideas with imagination</li></ul>	5–6
<ul style="list-style-type: none"><li>Composes an interview transcript</li><li>Displays some ability to interpret the text</li><li>Demonstrates developing control of register</li><li>Attempts to use some synthesis and imagination</li></ul>	3–4
<ul style="list-style-type: none"><li>Composes a simple, undeveloped response on the topic</li><li>Demonstrates little or no synthesis and little or no imagination</li><li>An incomplete response</li></ul>	1–2

## Section II

### Question 2 (20 marks)

*Outcomes assessed: H1, H2, H4, H5, H6, H9, H11, H13*

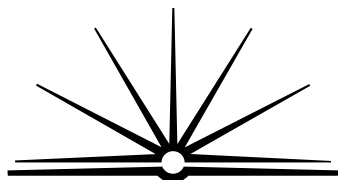
#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Composes an effective explanation which fully addresses the question and shows highly developed skills in interpretation of texts</li><li>• Demonstrates comprehensive knowledge of the texts and insightful understanding of the ways texts communicate perspectives</li><li>• Demonstrates a highly developed ability to reflect on own processes of responding</li><li>• Uses language forms, features and structures skilfully and effectively for a given purpose, context and audience</li><li>• Demonstrates sustained control of expression and fluent communication of ideas</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes a sound explanation which addresses the question and shows well developed skills in interpretation of texts</li><li>• Demonstrates detailed knowledge of the texts and a clear understanding of the ways texts communicate perspectives</li><li>• Demonstrates a sound ability to reflect on own processes of responding</li><li>• Uses language forms, features and structures appropriately for a given purpose, context and audience</li><li>• Demonstrates sound control of expression and clear communication of ideas</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes an explanation which addresses the question and shows skills in interpretation of texts</li><li>• Demonstrates sound knowledge of the texts and a general understanding of the ways texts communicate perspectives</li><li>• Demonstrates some ability to reflect on own processes of responding</li><li>• Uses language forms, features and structures with some understanding of purpose, context and audience</li><li>• Demonstrates satisfactory control of expression and communication of ideas</li></ul>	9–12



## Section II

<ul style="list-style-type: none"><li>• Composes a response which partially addresses the question and shows some skills in interpretation of texts</li><li>• Demonstrates some knowledge of the texts and a limited understanding of the ways texts communicate perspectives</li><li>• Demonstrates limited ability to reflect on own processes of responding</li><li>• Displays a developing knowledge of language forms, features and structures with limited understanding of purpose, context and audience</li><li>• Demonstrates some control of expression and communication of ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Composes an undeveloped response showing limited skills in interpretation of texts</li><li>• Demonstrates limited knowledge of the texts and minimal understanding of how texts communicate perspectives</li><li>• Demonstrates minimal ability to reflect on own processes of responding</li><li>• Displays minimal knowledge of language forms, features and structures with minimal understanding of purpose, context and audience</li><li>• Demonstrates limited control of expression</li></ul>	1–4



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## **2003 HSC English ESL Paper 2 Marking Guidelines**

## Section I — Module A: Experience Through Language

### Elective 1: Telling Stories

*Outcomes assessed: H1, H2, H4, H5, H6, H8, H9, H11*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Provides a comprehensive analysis of aspects of telling stories relevant to the question</li><li>• Supports response fully with evidence from prescribed text and one other text</li><li>• Shows highly developed ability to synthesise and organise information and ideas</li><li>• Composes a coherent response that fully addresses the question</li></ul>	17–20
<ul style="list-style-type: none"><li>• Provides a sound analysis of aspects of telling stories relevant to the question</li><li>• Supports response well with evidence from prescribed text and one other text</li><li>• Shows well developed ability to synthesise and organise information and ideas</li><li>• Composes a coherent response that mostly addresses the question</li></ul>	13–16
<ul style="list-style-type: none"><li>• Provides a satisfactory analysis of aspects of telling stories relevant to the question</li><li>• Supports response with evidence from prescribed text and/or one other text</li><li>• Shows ability to synthesise and organise information and ideas</li><li>• Composes a developed response that partially addresses the question</li></ul>	9–12
<ul style="list-style-type: none"><li>• Provides a limited analysis of aspects OR a sound analysis of ONE of the specified aspects relevant to the question</li><li>• Supports response with some evidence</li><li>• Shows some ability to organise information and ideas</li><li>• Composes a response that attempts to address the question</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal understanding of aspects of telling stories</li><li>• Recalls obvious or incidental information about texts to present a response with limited control of expression</li></ul>	1–4

**Elective 2: Dialogue***Outcomes assessed: H1, H2, H4, H5, H6, H8, H9, H11***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive analysis of aspects of dialogue relevant to the question</li><li>• Supports response fully with evidence from prescribed text and one other text</li><li>• Shows highly developed ability to synthesise and organise information and ideas</li><li>• Composes a coherent response that fully addresses the question</li></ul>	17–20
<ul style="list-style-type: none"><li>• Provides a sound analysis of aspects of dialogue relevant to the question</li><li>• Supports response well with evidence from prescribed text and one other text</li><li>• Shows well developed ability to synthesise and organise information and ideas</li><li>• Composes a coherent response that mostly addresses the question</li></ul>	13–16
<ul style="list-style-type: none"><li>• Provides a satisfactory analysis of aspects of dialogue relevant to the question</li><li>• Supports response with evidence from prescribed text and/or one other text</li><li>• Shows ability to synthesise and organise information and ideas</li><li>• Composes a developed response that partially addresses the question</li></ul>	9–12
<ul style="list-style-type: none"><li>• Provides a limited analysis of aspects OR a sound analysis of ONE of aspect relevant to the question</li><li>• Supports response with some evidence</li><li>• Shows some ability to organise information and ideas</li><li>• Composes a response that attempts to address the question</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal understanding of aspects of dialogue</li><li>• Recalls obvious or incidental information about texts to present a response with limited control of expression</li></ul>	1–4

## Section II — Module B: Texts and Society

### Elective 1: Living and Working in the Community

*Outcomes assessed: H1, H4, H5, H8, H12*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to organise and synthesise information and ideas</li><li>• Composes a highly effective persuasive letter in a sustained register</li><li>• Demonstrates a highly developed ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows highly developed control of expression and form</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a well developed ability to organise and synthesise information and ideas</li><li>• Composes an effective persuasive letter in a sustained register</li><li>• Demonstrates a well developed ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows well developed control of expression and form</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates some ability to organise and synthesise information and ideas</li><li>• Composes a persuasive letter with varying control of register</li><li>• Demonstrates some ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows some control of expression and form</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates limited ability to organise and synthesise information and ideas</li><li>• Composes a letter that attempts to persuade</li><li>• Demonstrates limited ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows limited control of expression and form</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal ability to organise information and ideas</li><li>• Shows minimal awareness of appropriate purpose and register</li></ul>	1–4

**Elective 2: English for Study***Outcomes assessed: H1, H4, H5, H8, H12***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to organise and synthesise information and ideas</li><li>• Composes a highly effective persuasive letter in a sustained register</li><li>• Demonstrates a highly developed ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows highly developed control of expression and form</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a well developed ability to organise and synthesise information and ideas</li><li>• Composes an effective persuasive letter in a sustained register</li><li>• Demonstrates a well developed ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows well developed control of expression and form</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates some ability to organise and synthesise information and ideas</li><li>• Composes a persuasive letter with varying control of register</li><li>• Demonstrates some ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows some control of expression and form</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates limited ability to organise and synthesise information and ideas</li><li>• Composes a letter that attempts to persuade</li><li>• Demonstrates limited ability to select and sustain register appropriate to the context, purpose and audience</li><li>• Shows limited control of expression and form</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal ability to organise information and ideas</li><li>• Shows minimal awareness of appropriate purpose and register</li></ul>	1–4