

**2005 HSC Notes from
the Marking Centre
English (ESL)**

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2005 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 the 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 2005, approximately 2,975 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 I – Language Study within an Area of Study

Section I

Question 1

General Comments

Most candidates demonstrated a good understanding of the purpose and key ideas in stimulus texts one and three. Text two was more challenging for candidates.

Short responses only were required for parts (a) to (g). While some candidates wrote much more than was needed to gain the marks allocated, especially for parts (d), (e) and (f), in general candidates were guided by the number of marks for each part and recognised that concise responses were more appropriate. Candidates who quoted relevant sentences from the stimulus texts were able to gain marks in parts that required literal comprehension, such as (a), (b), and (f), and for identifying an appropriate journey in (d). In weaker responses, candidates quoted long sections of text in the hope that some of what they quoted might answer the question, without showing real understanding of either the text or the question. Quoting verbatim was insufficient to gain marks in parts requiring analysis, for instance explaining the significance of the journey in part (d).

Part (h) required a more extended, creative response, and the majority of candidates recognised this. A large number of candidates answered this part first, and consequently did not leave sufficient time to complete all the other parts of Question 1. Other candidates attempted each part in order but did not allow time to complete part (h). As part of their examination preparation, candidates need to develop time management skills.

Candidates need to recognise that this section of Paper 1 required them to identify and analyse specific language structures and features of texts as stated in the Stage 6 Syllabus. Better responses clearly demonstrated candidates' knowledge and understanding of the effects of specific language choices in the stimulus texts, while poorer responses made vague comments about language in general.

Specific Comments

Question 1

- (a) This was a literal comprehension question which the majority of candidates could answer, and many gained the mark by quoting directly from the text.
- (b) Most candidates were able to identify two relevant challenges from text one.
- (c)
 - (i) The majority of candidates recognised that the style of text one was formal. In weaker responses, candidates confused the term 'style' with tone or language features.
 - (ii) Better responses identified both the context (a formal award presentation to a university audience) and the content of the speech (recognition of Evonne Goolagong Cawley's achievements) as reasons for the choice of language style. Some candidates listed two opposing styles, for example 'formal and colloquial'. In weaker responses general or inappropriate reasons such as 'it makes it easy to understand' were given.
- (d) Most responses showed that candidates understood the proviso in this question and chose a relevant journey undertaken by Evonne Goolagong Cawley as an adult after her retirement from professional tennis. To gain two marks candidates needed also to show their understanding of the significance of this journey.
- (e) Almost all candidates were able to identify relevant language and visual features. The best responses concisely explained how each feature was persuasive, while weaker responses merely asserted that a particular phrase or visual feature was persuasive without explaining how. Using terms such as 'engage the reader', 'attract attention' or 'make it interesting' did not adequately explain how a feature persuaded.

Candidates who concisely identified and analysed the required features gained full marks and still allowed themselves more time for the other parts of the question. Some candidates assumed they needed to write at great length to gain full marks. This often resulted in vague or repetitive responses, obscuring the key points.

- (f) This was another literal comprehension question which many candidates answered by quoting relevant sentences from the text. The best responses clearly identified both positive and negative concepts through the use of words such as 'modernity', 'hope', and 'cause for concern'. A number of candidates confused the meaning of 'positive' and 'negative'.

- (g) This part required similar analytical skills to part (e). Most candidates were able to identify relevant language features in text three. In weaker responses, candidates were unable to explain clearly how these features communicated ideas about China's journey towards the Olympic Games.
- (h) Some candidates interpreted the question as requiring a script that included audience responses. Some candidates had difficulty limiting their responses to the suggested word limit.

The best responses showed conciseness and originality in synthesising ideas and information from two or more of the stimulus texts. They integrated these ideas with flair and insight into a speech appropriate to the given audience, for example by using rhetorical questions, relating ideas and information from the texts to the audience's age and experience, and including anecdotes from their own experience. Some were creative in taking the persona of a character from one of the stimulus texts, for example imagining they were Evonne Goolagong Cawley visiting a school assembly, or a visitor to the school who had attended her award presentation.

Mid-range responses were often able to sustain the register but resorted to retelling from the stimulus texts.

Weaker responses were less successful in integrating the ideas and information from the stimulus texts into their speeches. Many simply began a new paragraph to refer to a new text, rather than using cohesive ties to link the ideas. Some candidates chose an inappropriate register, as shown in greetings such as 'Dear Year 7 students' and endings such as 'Thank you for listening to my speech.' Others referred to 'Text one' or 'Text two' etc as labelled in the examination paper, and so were unable to sustain the register. Some candidates focused only on their own experience without integrating any ideas or information from the stimulus texts.

Section II

Question 2

General Comments

Overall, candidates demonstrated a good understanding of the concept of the journey and the different types of journeys evident in the texts. Their skills in interpretation of the texts were sound. Candidates demonstrated a good understanding of the appropriate form and structure, and responses were generally of a reasonable length. There was a wide range and appropriate choice of related texts. This year candidates were able to identify a greater range of textual features and integrate these into their responses.

Candidates were expected to respond to the question using two prescribed texts, a text from the Stimulus Booklet and at least one text of their own choosing. Many responses did not address all aspects of the question. In particular, many did not engage adequately with the notion of 'popular' or appeared to misunderstand its meaning. A number of candidates presented prepared responses, many addressing elements of the previous year's question.

Specific Comments

Not all candidates engaged adequately with the notion of ‘popularity’. Some addressed it in a superficial way by including the idea in the introduction and conclusion only. Some candidates struggled with presenting and analysing the techniques used by composers in texts. There was often retelling which showed familiarity with the text rather than analysis of the text. Other candidates identified techniques but did not link them to the question or their thesis. Some responses included only a discussion of the prescribed texts and did not include any reference to related texts. These responses lacked depth and detail as the candidates neglected to make appropriate choices to focus their discussion. In general, most responses demonstrated good control of essay form and structure. However, candidates are reminded that thematic cohesion is important in an effective response.

Better responses addressed both parts of the question, introducing and maintaining a thesis throughout. In their introductions, these responses explained succinctly why ‘journey’ is a popular theme. Better responses demonstrated comprehensive knowledge of texts and an insightful understanding of the concept. Analyses of examples and quotes were included which effectively supported the discussion. Better responses chose related texts that supported the discussion based around the prescribed texts. These responses demonstrated a high degree of inter-textual linking. Better responses also demonstrated a fluency and control of expression which was sustained throughout the response.

Weaker responses did not answer the question. Some were purely descriptive and simply retold the story. Some candidates wrote prepared responses which did not address all aspects of the question.

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. 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 proved challenging once again for candidates. A common question was set within each elective and candidates were required to refer to their prescribed text and one other text or an example from their own experience.

Most candidates chose to write an exposition and maintained a formal register throughout their response. Some candidates chose to write a panel discussion, reflecting the 2004 question rather than the 2005 question, or borrowed the wording from previous questions without adapting it to the question at hand.

Most candidates showed a solid understanding of the language forms and features used in Telling Stories or Dialogue.

A number of candidates chose to write from their own experience, using this to show particular insight into aspects of Telling Stories or Dialogue. Stronger responses were able to link their own experience with the prescribed texts in a meaningful way which provided a sound answer to the question. Weaker responses using personal experience tended to recount the experience without analysing how language, forms and features influenced their perceptions.

Specific Comments

Question 1 – Elective 1: Telling Stories

Most candidates demonstrated a thorough knowledge of the texts they had studied and were able to provide pertinent examples of language forms and features. Many were able to provide an analysis of narrative structure and a range of language techniques without resorting to simple retelling. The question also provided candidates with scope to discuss specific literary and film techniques, the use of symbolism, characterisation, setting, dialogue, and styles of narration. Related texts were varied, interesting, and often used effectively, though some choices were unsuitable and hindered the development of a coherent thesis. Very few candidates elected to refer to an example from their own experience; those who did invariably neglected to relate the example to the question or elective.

The majority of responses demonstrated a good attempt to understand and engage with the set task. However, some candidates relied heavily on prepared material, or seemed to be answering previous years' questions, and were disadvantaged as a result. Some candidates referred to the changing perceptions of characters in their texts, or to the way that language forms and features used in the texts engage the responder or create a successful story. Others only implicitly addressed the responder's perceptions, or else incorporated words and phrases from the question unthinkingly. Better responses discussed the ways that language techniques and structures were used to shape meaning, and dealt with the themes and messages of the texts and how these had influenced their own perceptions. They considered the broader social and historical contexts and implications of their texts, and developed a strong thesis about the relevance for the wider community of the issues presented in the texts they studied.

Most candidates produced a considered and effective response to a challenging task within the constraints of an exam. Weaker responses were characterised by poor organisation of ideas and arguments, inconsistent or inappropriate register, and a lack of synthesis. Poor handwriting was also sometimes an issue.

(a) Prose Fiction – Amin Maalouf, *Ports of Call*

Only a small number of candidates, though slightly more than last year, addressed this text. Responses tended to be superficial, lacking in specific examples and analysis of language forms and features.

(b) Poetry – Steven Herrick, *The Simple Gift*

A large number of candidates addressed this text. Responses on the whole were well-structured, with good examples and analysis, though weaker responses resorted to storytelling.

(c) Nonfiction – Carmel Bird, *The Stolen Children – Their Stories*

A significant number of candidates addressed this text. Many responses made very good links to the task and addressed the text holistically. Examples and analysis were well-suited to the question.

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

A large number of candidates addressed this text. Many responses addressed narrative elements and film techniques with sophistication and insight.

Question 2 – Elective 2: Dialogue

The majority of candidates knew their texts well. Better responses were able to fully address all aspects of the question. They were able to use the quotation from the question and develop a well-supported thesis. Weaker responses could identify how language shapes understanding of others and the world of the text, but found it challenging to develop their response to how it extended or broadened their understanding of their own world. Most candidates could discuss the verbal, non-verbal and interpersonal aspects of dialogue. Some responses were limited as they referred to their prescribed text only.

(a) Prose Fiction – Maureen McCarthy, *In Between Series*

A large number of candidates attempted this question, inviting the use of several texts from the series. Stronger responses dealt with a number of characters and their dialogue, linking them to the question. Weaker responses displayed a narrow perspective and interpretation by only discussing an extract or anecdote from one text in the series. In weaker responses candidates resorted to retelling of the text.

(b) Drama – Willy Russell, *Educating Rita*

A significant number of candidates attempted this question. Some candidates referred to the film rather than the drama and retold aspects of the story instead of dealing with the question. Better responses discussed aspects of the dialogue used and demonstrated what this revealed about the world of the characters, relating it then to their own world.

(c) Poetry – Bruce Dawe, *Sometimes Gladness*, Collected Poems 1954-1997 (5th edition)

A relatively small number of candidates attempted this question. In stronger responses, candidates were able to discuss aspects of dialogue used, link these to themes presented in the poems and then show how they influenced or broadened their understanding of their own world. Some candidates lapsed into poetry analysis without linking this to dialogue. Better responses referred to at least two poems and linked their discussion to the given question. Weaker responses often attempted to deal with too many poems.

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

Once again, the great majority of candidates attempted this question. Stronger responses were able to discuss dialogue in film and how the techniques support it, thus influencing the responder's view of the characters and their world. Some candidates relied too much on discussion of film techniques and did not relate these explicitly to the question on dialogue. Some responses lapsed into character analysis. Better responses used the characters' dialogue to deal with the question.

Section II – Module B: Texts and Society

General Comments

Candidates were required to refer to at least two of the listed types of texts that reflected their elective study.

The majority of responses demonstrated detailed knowledge about the structure and content of different types of texts in the elective they had studied. Many were able to describe language structures and features but the explanation of how these texts communicated ideas and information in different social/academic contexts was handled with varying depth. Some responses contained little or no explanation.

The required format of an Information Sheet was interpreted in a variety of ways, but most candidates composed a text with headings, subheadings, dot points, diagrams and templates to organise their ideas. Responses sustaining the format and register they established were rewarded.

Many candidates displayed their knowledge of the elective by choosing types of texts that would reflect their wide study and awareness of audience, purpose, context and language. However, some candidates thought they were required to write examples of these texts rather than write about them.

Candidates were required to show in-depth understanding of at least two texts from the list and most referred to two or more. Responses in which candidates attempted to write about four or five texts often became superficial in their explanation of how ideas and information are communicated in social/academic contexts.

Some candidates still gave a prepared, unrelated response or wrote generally about the English (ESL) course as a whole. This was particularly noticeable in Question 4.

Many responses were very short and undeveloped. Candidates are reminded to allocate their time appropriately between both Modules in Paper 2.

Specific Comments

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

Many responses demonstrated a good understanding of the structure and content of their chosen types of texts and demonstrated a well-developed sense of audience and purpose. However, many responses were more like speeches or essays which included superficial use of headings, some dot points and diagrams.

The majority of responses were able to show detailed knowledge of different types of texts from the suggested list or their own choice. Better responses wrote about very different types of texts and so displayed the depth of their knowledge by demonstrating a range of responses about language structure and features and how these texts communicate ideas and information in different social contexts.

Most responses were able to link the various texts to different social contexts and showed an awareness of the language register and structure of the texts, even if they were unable to explain how this helped to communicate appropriately. Many responses were more focused on the how-to-write aspect, like an instructional text, rather than how the chosen texts communicate meaning.

Most responses also displayed thorough knowledge of layout and content, often providing templates or diagrams to support their ideas as an information sheet.

Overall, better responses were able to compose a relevant text which addressed all focus areas of the question with appropriate detail and sustained awareness of audience and purpose. Responses in the mid-range lacked depth of explanation, varied in register or were of questionable text type. Weaker responses were generally characterised by lack of description of language structures and features with no explanation of how texts communicate; otherwise the responses were just examples of the text without comment.

Question 4 – English for Study

Some responses demonstrated a good understanding of the requirements of an information sheet and displayed a well-developed sense of purpose and audience. However, some were more generic essay-type responses or speeches.

Most responses were able to describe the structure and contents of their chosen texts, and indicate some academic context, but found it more challenging to identify language features and offer an explanation of how these texts communicate ideas and information in different academic contexts.

In some responses, process diaries and learning journals were confused with personal journals, and ‘oral presentation’ was interpreted as persuasive speech.

Although many responses attempted to describe and explain language and textual features, a significant number could not differentiate between study skills and text types, composing a ‘how-to-study’ response. Some responses did not write about this elective specifically but referred to the whole course. This approach, like attempting to discuss too many texts from the list, resulted in fairly superficial responses which lacked depth and understanding.

Overall, the better responses were well-organised, sustained and sophisticated, demonstrating a clear understanding of how specific texts communicate and relate to a variety of academic contexts. Responses in the mid-range displayed a good knowledge of the structure and features of the texts but varied in the depth of explanation. Weaker responses were usually about study skills and not types of texts, or showed lack of understanding of the elective.

Listening Paper

General Comments

Overall, candidates performed fairly well in the examination and demonstrated some comprehension of the stimulus material.

Candidates are reminded that they must read questions very carefully and note directive terms, eg ‘analyse’, ‘two features’, ‘explain how’ etc. Where candidates ignored or misunderstood directions, the quality of their responses suffered as a result.

Candidates are also reminded that generalised answers may score poorly as they do not address the specific requirements of the question. Precise answers are required for candidates to score full marks.

Specific Comments

Question 1

Most candidates were able to answer the multiple choice question correctly.

Question 2

Most candidates were able to recall two examples that illustrated Barry's grandmother's confusion/forgetfulness. Some candidates may have understood what they heard about the grandmother's confusion/forgetfulness but were imprecise in their recall of events. Most candidates were able to score at least one mark.

Question 3

- (a) Stronger responses were able to identify Barry's feelings towards his grandmother and were able to use appropriate qualifying language eg 'loving', 'caring', 'respectful' etc. Some candidates named the appropriate feeling eg 'Barry felt sad', 'Barry loved his grandmother' which was also acceptable.

Weaker responses misinterpreted the question. They retold content, often providing quotes about the grandmother's behaviour, or they wrote about Nan's feelings towards Barry, often citing a literal quotation, eg 'Nan made me feel special'.

- (b) Many candidates encountered difficulty with understanding the requirements of this 'how' question and were unable to identify and then articulate the relationship between language, word choice and tone.

Better responses identified different ways Barry communicated his feelings about Nan to the listener and ably supported these with relevant quotes from the text. They were precise and demonstrated understanding of Barry's use of emotive language, word choices and tone.

Weaker responses frequently provided a relevant quotation as evidence of Barry's feelings eg 'Nan has always made me feel special' but were unable to see that Barry had thought about his word choices or the tone he used while talking to the listeners in this section of the text.

Question 4

Candidates needed to engage with the precise use and effect of music in this question to gain full marks.

The majority of candidates were able to formulate a statement about how music was used in the text.

Better responses frequently wrote a detailed answer, showing they clearly understood that music had both a structural past/present use, as well as contributing to the mood of the text. They saw the music as integral to the overall meaning and effectiveness of the text.

Weaker responses located the music in the text or were able to say how the music sounded or tried to identify the type of music, often inaccurately. These candidates were able to explain the effect of the music and relied on generic explanations eg 'Music is used to engage the listener'.

Question 5

This question was the most discriminating and required candidates to focus on two features of spoken language. Better responses fully explained how the two features of spoken language identified were able to engage the listener.

Many candidates interpreted ‘spoken language’ as ‘language’ and concentrated on register rather than voice. Additionally, many candidates ignored the need to focus on TWO features and some responses were also superficial.

Stronger responses focused on how Barry used his voice as he spoke, using examples including his use of voice as a sound effect to create humour, and his imitation of dialogue to differentiate characters. Better responses were pertinent and frequently were able to provide several different relevant reasons in their elaborations.

In weaker responses, candidates tended to discuss register or provided a range of features related to language. These responses were usually accompanied by a general explanation or simply re-stated part of the question eg ‘These features engage the listener’.

Candidates are reminded that the question worth the most marks on the paper needs to be fully elaborated with all the required elements for full marks.

Question 6

Candidates had a range of techniques from which to choose and the majority of candidates were able to score at least one mark.

Better responses tended to write lengthy answers, providing relevant details of several techniques used in the text and explaining in detail how these techniques created a reflective or thoughtful mood. A key word in the question was ‘analyse’, which these responses recognised.

In mid-range responses, candidates frequently provided several techniques, often reusing information already provided in questions four and five. However, their analysis tended to be limited and they talked in general terms about these techniques.

In weaker responses, candidates did not analyse and frequently relied on restating part of the question, or supplied generalised elaboration. In these responses, there was also a tendency to rely on content rather than technique.

English (ESL) Listening Paper

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Listening Paper			
1	1	Listening skills	H6
2	2	Listening skills	H4, H6
3 (a)	1	Listening skills	H3, H6
3 (b)	2	Listening skills	H3, H6
4	2	Listening skills	H5, H7
5	4	Listening skills	H1, H4
6	3	Listening skills	H1, H4

English (ESL) Paper 1

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 1, Section I			
1 (a)	1	Language Study within an Area of Study	H6, H9
1 (b)	2	Language Study within an Area of Study	H3, H6, H9
1 (c) (i)	1	Language Study within an Area of Study	H4, H6
1 (c) (ii)	2	Language Study within an Area of Study	H1, H5
1 (d)	2	Language Study within an Area of Study	H3, H9
1 (e)	4	Language Study within an Area of Study	H1, H4, H5, H7
1 (f)	2	Language Study within an Area of Study	H6, H9
1 (g)	3	Language Study within an Area of Study	H1, H4, H6, H9
1 (h)	8	Language Study within an Area of Study	H1, H2, H5, H8, H9, H11, H12
Paper 1, Section II			
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11, H13

English (ESL) Paper 2

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 2, Section I — Module A: Experience Through Language			
1 (a)	20	Experience Through Language – Telling Stories (Prose Fiction)	H1, H2, H4, H5, H6, H9, H11, H13
1 (b)	20	Experience Through Language – Telling Stories (Poetry)	H1, H2, H4, H5, H6, H9, H11, H13
1 (c)	20	Experience Through Language – Telling Stories (Nonfiction)	H1, H2, H4, H5, H6, H9, H11, H13
1 (d)	20	Experience Through Language – Telling Stories (Film)	H1, H2, H4, H5, H6, H9, H11, H13
2 (a)	20	Experience Through Language – Dialogue (Prose Fiction)	H1, H2, H4, H5, H6, H9, H11, H13
2 (b)	20	Experience Through Language – Dialogue (Drama)	H1, H2, H4, H5, H6, H9, H11, H13
2 (c)	20	Experience Through Language – Dialogue (Poetry)	H1, H2, H4, H5, H6, H9, H11, H13
2 (d)	20	Experience Through Language – Dialogue (Film)	H1, H2, H4, H5, H6, H9, H11, H13
Paper 2, Section II — Module B: Texts and Society			
3	20	Texts and Society – Living and Working in the Community	H4, H5, H8, H12
4	20	Texts and Society – English for Study	H4, H5, H8, H12

2005 HSC English (ESL) Listening Paper Marking Guidelines

Question 1

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• C	1

Question 2

Outcomes assessed: H4, H6

MARKING GUIDELINES

Criteria	Marks
• Provides TWO correct examples	2
• Provides ONE correct example	1

Question 3 (a)

Outcomes assessed: H3, H6

MARKING GUIDELINES

Criteria	Marks
• Identifies at least ONE feeling	1

Question 3 (b)*Outcomes assessed: H3, H6***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Explains how Barry communicates the feeling AND provides an example from the text	2
<ul style="list-style-type: none">Explains how Barry communicates the feeling OR provides an example from the text	1

Question 4*Outcomes assessed: H5, H7***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies or describes the way music is used in the textExplains the effect of the use of music	2
<ul style="list-style-type: none">Identifies or describes the way music is used without explaining the effect of this use of music	1

Question 5*Outcomes assessed: H1, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies TWO features of spoken language and explains how these engage the listener	4
<ul style="list-style-type: none">Identifies TWO features of spoken language and explains how ONE of these engages the listener	3
<ul style="list-style-type: none">Identifies ONE feature of spoken language and explains how this engages the listener <p>OR</p> <ul style="list-style-type: none">Gives a limited explanation of TWO features <p>OR</p> <ul style="list-style-type: none">Identifies TWO different features without explanation	2
<ul style="list-style-type: none">Identifies ONE feature without explanation <p>OR</p> <ul style="list-style-type: none">Provides a general comment about how the text engages the listener	1

Question 6*Outcomes assessed: H1, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies TWO different techniques• Analyses how these techniques create a reflective or thoughtful mood OR <ul style="list-style-type: none">• Provides a synthesised response which effectively analyses how a reflective or thoughtful mood is created	3
<ul style="list-style-type: none">• Identifies at least ONE technique• Analyses how this technique creates a reflective or thoughtful mood OR <ul style="list-style-type: none">• Gives a limited analysis of techniques	2
<ul style="list-style-type: none">• Identifies ONE or more techniques without analysis OR <ul style="list-style-type: none">• Talks in general terms about the mood of the text	1

2005 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, H9

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies TWO challenges	2
• Correctly identifies ONE challenge	1

Question 1 (c) (i)

Outcomes assessed: H4, H6

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the style of language of this passage	1

Question 1 (c) (ii)*Outcomes assessed: H1, H5***MARKING GUIDELINES**

Criteria	Marks
• Provides a specific explanation of why this style of language is used in this context	2
• Provides a generalised explanation of why this style of language is used	1

Question 1 (d)*Outcomes assessed: H3, H9***MARKING GUIDELINES**

Criteria	Marks
• Describes ONE journey apart from her sporting achievements • Explains why this journey was significant	2
• Describes ONE journey apart from her sporting achievements	1

Question 1 (e)*Outcomes assessed: H1, H4, H5, H7***MARKING GUIDELINES**

Criteria	Marks
• Gives at least ONE example of language and at least ONE example of a visual feature used • Explains how these examples persuade the reader OR • Provides a synthesised response which effectively analyses the way language and visual features are used to persuade the reader	4
• Gives at least ONE example of language and at least ONE example of a visual feature • Provides a general explanation of how these examples persuade the reader	3
• Gives only ONE example of EITHER language OR a visual feature used • Explains how this example persuades the reader OR • Gives at least ONE visual and ONE language feature without explanation	2
• Writes about the purpose of the text in general terms OR • Gives ONE example of language or a visual feature with no explanation	1

Question 1 (f)*Outcomes assessed: H6, H9***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies ONE positive AND ONE negative attitude	2
• Correctly identifies ONE positive OR ONE negative attitude	1

Question 1 (g)*Outcomes assessed: H1, H4, H6, H9***MARKING GUIDELINES**

Criteria	Marks
• Provides at least TWO examples of language use • Analyses how these examples are used to convey ideas about China's journey OR • Provides a synthesised response which analyses the way that language is used to convey ideas about China's journey	3
• Provides at least ONE example of language use • Analyses how this example is used to convey ideas about China's journey OR • Provides a generalised discussion of how language is used to convey ideas about China's journey	2
• Lists language features or gives examples without explanation or analysis	1

Question 1 (h)*Outcomes assessed: H1, H2, H5, H8, H9, H11, H12***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective speech which incorporates ideas and information from AT LEAST TWO of the given texts• Sustains appropriate register with good control of language• Synthesises information and ideas with insight and flair	7–8
<ul style="list-style-type: none">• Composes a relevant speech which refers to ideas and information from AT LEAST TWO of the given texts• Generally sustains register• Effectively synthesises information and ideas <p>OR</p> <ul style="list-style-type: none">• Composes a highly effective speech with sustained register, and synthesises information and ideas from ONE of the given texts with insight and flair	5–6
<ul style="list-style-type: none">• Composes a speech which refers to AT LEAST ONE of the given texts• Demonstrates some control of register• Attempts to use some synthesis	3–4
<ul style="list-style-type: none">• Composes a simple, undeveloped response <p>OR</p> <ul style="list-style-type: none">• Provides an incomplete response	1–2

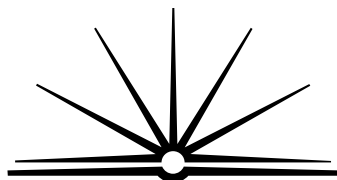
Section II

Question 2

Outcomes assessed: H1, H2, H3, H4, H5, H6, H9, H11, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Composes a highly effective formal response which fully addresses the question and shows highly developed skills in interpretation of texts Demonstrates comprehensive knowledge of the texts and the journeys presented Demonstrates insightful understanding of the ways in which ideas are communicated through texts Uses language forms, features and structures skilfully and effectively Demonstrates sustained control of expression and fluent communication of ideas 	17–20
<ul style="list-style-type: none"> Composes an effective response which addresses the question and shows well developed skills in interpretation of texts Demonstrates sound knowledge of the texts and the journeys presented Demonstrates clear understanding of the ways in which ideas are communicated through texts Uses language forms, features and structures appropriately Demonstrates good control of expression and clear communication of ideas 	13–16
<ul style="list-style-type: none"> Composes a satisfactory response which partially addresses the question and shows satisfactory skills in interpretation of texts Demonstrates satisfactory knowledge of the texts and a satisfactory understanding of the journeys presented Demonstrates satisfactory understanding of the ways in which ideas are communicated through texts Uses language forms, features and structures with satisfactory control Demonstrates satisfactory control of expression and communication of ideas 	9–12
<ul style="list-style-type: none"> Composes a response which attempts to address the question and shows some skills in interpretation of texts Demonstrates some knowledge of the texts and a general understanding of journeys Demonstrates limited understanding of the ways in which ideas are communicated through texts Displays developing knowledge of language forms, features and structures Demonstrates limited control of expression and communication of ideas 	5–8
<ul style="list-style-type: none"> Composes an undeveloped response showing minimal skills in interpretation of texts Demonstrates minimal knowledge of the texts and an elementary understanding of the journeys presented Demonstrates minimal understanding of the ways in which ideas are communicated through texts Displays minimal knowledge of language forms, features and structures Demonstrates minimal control of expression 	1–4



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

2005 HSC English (ESL) Paper 2 Marking Guidelines

Section I — Module A: Experience Through Language

Question 1 — Elective 1: Telling Stories

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of how language forms and features used in narrative influence perceptions 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 highly effective extended response that fully addresses the question 	17–20
<ul style="list-style-type: none"> Provides a sound explanation of how language forms and features used in narrative influence perceptions Supports response well with evidence from prescribed text and one other text Shows well developed ability to synthesise and organise information and ideas Composes an effective extended response that addresses the question 	13–16
<ul style="list-style-type: none"> Provides a satisfactory explanation of how language forms and features used in narrative influence perceptions Supports response with evidence from prescribed text and one other text OR prescribed text only Shows ability to synthesise and organise information and ideas Composes an extended response that partially addresses the question 	9–12
<ul style="list-style-type: none"> Provides a limited explanation of how language forms and features used in narrative influence perceptions Supports response with some evidence Shows some ability to organise information and ideas Composes a response that attempts to address the question 	5–8
<ul style="list-style-type: none"> Demonstrates minimal understanding of how language forms and features are used in narratives Recalls obvious or incidental information about texts to present a response with limited control of expression 	1–4

Question 2 — Elective 2: Dialogue*Outcomes assessed: H1, H2, H4, H5, H6, H9, H11, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive explanation of how language forms and features used in dialogue influence perceptions• 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 highly effective extended response that fully addresses the question	17–20
<ul style="list-style-type: none">• Provides a sound explanation of how language forms and features used in dialogue influence perceptions• Supports response well with evidence from prescribed text and one other text• Shows well developed ability to synthesise and organise information and ideas• Composes an effective extended response that addresses the question	13–16
<ul style="list-style-type: none">• Provides a satisfactory explanation of how language forms and features used in dialogue influence perceptions• Supports response with evidence from prescribed text and one other text OR prescribed text only• Shows ability to synthesise and organise information and ideas• Composes an extended response that partially addresses the question	9–12
<ul style="list-style-type: none">• Provides a limited explanation of how language forms and features used in dialogue influence perceptions• Supports response with some evidence• Shows some ability to organise information and ideas• Composes a response that attempts to address the question	5–8
<ul style="list-style-type: none">• 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

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

Outcomes assessed H4, H5, H8, H12

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to organise and synthesise information and ideas • Provides a comprehensive description of the language structures and features used in AT LEAST TWO types of text relevant to the elective • Offers an insightful explanation of how these types of texts communicate ideas and information in different social contexts • Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience • Shows highly developed control of expression, form and register 	17–20
<ul style="list-style-type: none"> • Demonstrates a well developed ability to organise and synthesise information and ideas • Provides a sound description of the language structures and features used in AT LEAST TWO types of text relevant to the elective • Offers an effective explanation of how these types of texts communicate ideas and information in different social contexts • Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience • Shows well developed control of expression, form and register 	13–16
<ul style="list-style-type: none"> • Demonstrates satisfactory ability to organise and synthesise information and ideas • Provides a satisfactory description of the language structures and features used in AT LEAST TWO types of text relevant to the elective • Offers some explanation of how these types of texts communicate ideas and information in different social contexts • Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience • Shows satisfactory control of expression, form and register 	9–12
<ul style="list-style-type: none"> • Demonstrates limited ability to organise and synthesise information and ideas • Provides a limited description of the language structures and features used in AT LEAST TWO types of text relevant to the elective OR addresses ONE type of text only • Attempts to explain how texts communicate ideas and information in different social contexts • Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience • Shows limited control of expression, form and register 	5–8
<ul style="list-style-type: none"> • Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate purpose and register 	1–4

Question 4 — Elective 2: English for Study
Outcomes assessed: H4, H5, H8, H12
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly developed ability to organise and synthesise information and ideas • Provides a comprehensive description of the language structures and features used in AT LEAST TWO types of texts relevant to the elective • Offers an insightful explanation of how these types of texts communicate ideas and information in different academic contexts • Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience • Shows highly developed control of expression, form and register 	17–20
<ul style="list-style-type: none"> • Demonstrates a well developed ability to organise and synthesise information and ideas • Provides a sound description of the language structures and features used in AT LEAST TWO types of texts relevant to the elective • Offers an effective explanation of how these types of texts communicate ideas and information in different academic contexts • Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience • Shows well developed control of expression, form and register 	13–16
<ul style="list-style-type: none"> • Demonstrates satisfactory ability to organise and synthesise information and ideas • Provides a satisfactory description of the language structures and features used in AT LEAST TWO types of texts relevant to the elective • Offers some explanation of how these types of texts communicate ideas and information in different academic contexts • Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience • Shows satisfactory control of expression, form and register 	9–12
<ul style="list-style-type: none"> • Demonstrates limited ability to organise and synthesise information and ideas • Provides a limited description of the language structures and features used in AT LEAST TWO types of texts relevant to the elective OR addresses ONE type of text only • Attempts to explain how texts communicate ideas and information in different academic contexts • Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience • Shows limited control of expression, form and register 	5–8
<ul style="list-style-type: none"> • Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate purpose and register 	1–4